Vol. 119 MAY 4, 1936 No. 9

MAY 7 - 193

PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

The Public Schools of Worcester, Massachusetts

WALTER S. YOUNG, SUPERINTENDENT

What Makes a Great Teacher?

ORLIE M. CLEM

The Brood of Folly

A Prize-Winning Story

FRANCES DUNLAP HERON

Is *This* the New Education?

LUCILE NAYLOR

Current Events *via* Geography

DE FOREST STULL

IMPORTANT ANNOUNCEMENT ON PAGE 249

The News Digest of Education

TWENTY CENTS $3 A YEAR

PUBLISHED AT BOSTON MASSACHUSETTS SINCE 1875

THE JOURNAL OF EDUCATION

RUGG-KRUEGER

Social Science Course for Elementary Schools

New social science books offering fascinating material, unusual illustrations, and an activity program. See them!

GINN AND COMPANY

Modern-School Mathematics

SCHORLING-CLARK-SMITH

This new series is being enthusiastically received by school people everywhere. Teachers using it like the way it makes mathematics meaningful. They find that its skillful developments of new concepts insure understanding and that its emphasis on the realistic phases of modern pupil life engages pupil interest.

Send for information

WORLD BOOK COMPANY
Yonkers-on-Hudson, New York
2126 Prairie Avenue, Chicago
14 Beacon Street, Boston

★ ★ ★ ★ ★

A NEW SERIES IN NATURAL SCIENCE

PHILLIPS AND WRIGHT

NATURE~

BY SEASIDE AND WAYSIDE

For Grades II-VI. Gives a general picture of the earth and its life, covering all the principal life forms.

Carefully graded in content, vocabulary, and the presentation of scientific principles. Up-to-date teaching devices. Scientifically accurate. Attractively written and illustrated.

D. C. HEATH AND COMPANY
Boston New York Chicago Atlanta
San Francisco Dallas London

THREE NEW GREGG BOOKS

OUR BUSINESS LIFE, *by Lloyd L. Jones.* Training for handling personal business transactions and a general understanding of how business functions. Replete with social values. Contains a full activity program. Profusely illustrated in color. Use of work book optional.
.....Text, $1.50; Work Book $0.80

SALESMANSHIP FOR EVERYBODY, *by John T. A. Ely and Dr. Daniel Starch.* Principles and fundamentals that apply to the individual in every walk of life. Emphasizes social or personal salesmanship, salesmanship training for office workers, and salesmanship applied to obtaining employment. Literally, salesmanship for everybody.....$1.40

BOOKKEEPING AND ACCOUNTING PRACTICE, PART I—BOOKKEEPING, *by Nathan H. Lenert and Dr. Edward J. McNamara.* The business office method of learning bookkeeping. Student learns by observation and doing. Largely self-teaching. Contains practice sets worked out for four different types of business. One-year course. $1.50

Teachers are invited to send to our nearest office for sample copies.

THE GREGG PUBLISHING CO.
New York Chicago San Francisco Boston
Toronto London Sydney

The JOURNAL of EDUCATION

Twice a Month for Better Schools

ESTABLISHED 1875

ANSON W. BELDING, *Editor*

ISOBEL R. LAY, *Managing Editor*

Contributing Editors:

GARRY CLEVELAND MYERS — DANIEL P. EGINTON

Advisory Editors:

A. R. BRUBACHER, President, N. Y. State College for Teachers, Albany
E. W. BUTTERFIELD, Connecticut Commissioner of Education
HAROLD G. CAMPBELL, Superintendent of Schools, New York City
PATRICK T. CAMPBELL, Superintendent of Schools, Boston
FRANK CODY, Superintendent of Schools, Detroit
ARTHUR DEAN, Educational Consultant, New York City
EVERETT V. PERKINS, Principal, Augusta, Maine
BURTON P. FOWLER, Headmaster, Tower Hill School, Wilmington
E. C. HARTWELL, Superintendent of Schools, Buffalo
HENRY W. HOLMES, Dean, Graduate School of Education, Harvard
VIERLING KERSEY, California Supt. of Public Instruction
WILLIAM McANDREW, Editor and Lecturer, Mamaroneck, N. Y.
A. B. MEREDITH, New York Univ.
WORTH McCLURE, Superintendent of Schools, Seattle
BERTRAM E. PACKARD, Maine Commissioner of Education
CARROLL R. REED, Superintendent of Schools, Minneapolis
AGNES SAMUELSON, Iowa Superintendent of Public Instruction
PAYSON SMITH, Lecturer, Graduate School of Education, Harvard
WILLIS A. SUTTON, Superintendent of Schools, Atlanta
CAROLINE S. WOODRUFF, Principal, Vermont State Normal School, Castleton
WALTER S. YOUNG, Superintendent of Schools, Worcester

OFFICE OF PUBLICATION: Six Park Street, Boston, Mass.

Contents for May 4, 1936

WORLD AT LESSONS 251
The Measure of a Community
Legislative Lobbying
Plagiarism
Costly Victory
Interstate Police
Punishing for Ignorance

WHAT MAKES A GREAT TEACHER? 253
Orlie M. Clem

THE BROOD OF FOLLY 255
Frances Dunlap Heron

IS THIS THE NEW EDUCATION? 257
Lucile Naylor

REPRESENTATIVE SCHOOL SYSTEMS—WORCESTER 259
Walter S. Young

HOW CAN AMERICA STAY OUT OF WAR? 266

PEDAGOGICAL PENNINGS 266
R. L. Hunt

CURRENT EVENTS VIA GEOGRAPHY 268
De Forest Stull

FROM A SCHOOLMAN'S DIARY 270
Francis Read

THE NEWS DIGEST 271

AMONG THE SCHOOLS 274

MEET THESE CONTRIBUTORS 275

BOOK REVIEWS 276

WINSHIPISMS 276

GRINS BETWEEN GRINDS 278

THE JOURNAL OF EDUCATION is published the first and third Mondays in each month, September to June, inclusive, by New England Publishing Company, Six Park Street, Boston. Subscriptions in the United States, $3.00 a year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as second class matter.

Index to Journal of Education is published annually with the last issue in December. The contents are listed in Education Index.

Attention, Readers!

We Launch an Experiment

It is our constant aim as editors and publishers of The Journal of Education to strengthen and improve our service to education and educators. A question which inevitably arises from time to time in this connection is that of *how often* our magazine should be issued. The Journal of Education is at present a bimonthly. In these busy times, that may be too often, perhaps a monthly would be better.

Recently we sounded out our Advisory Editors to see what they thought of the MONTHLY idea. A majority of them favored it—thought it would be a forward step, in line with present trends. Yet nearly all of them expressed reluctance to lose the NEWSY QUALITY which has always distinguished this publication. A few believed that on this account the change to a monthly would be unfortunate.

From our study of the problem in the light of these replies, we have decided to try out a compromise arrangement.

The present issue contains more than the usual number of pages—more space devoted to articles. Our second May issue will be different—it will have fewer pages; it will bear the caption: "*Mid-month News Edition,*" and will be more a newspaper than a magazine.

The alternating of the complete and the News edition will continue at least to the end of the school year. Won't you as one reader keep a friendly eye on the coming issues and let us know exactly what you think of this experiment? We will thank you.

THE EDITORS.

If Pupils Are to Learn How to Use English Effectively They Must See Its Great Help to Them in Their Daily Life

The New Series

ENGLISH ACTIVITIES

in accord with *An Experience Curriculum in English* provides real situations, in every unit, which give the pupils definite opportunities to make their English study alive and practical.

GRAMMAR and the other techniques are presented as tools which are necessary in social experiences and school activities. Rules and definitions are introduced only after actual experience in their application has been provided.

THE SERIES emphasizes oral expression as the chief objective of a language course and the fundamental basis for the mastery of written expression.

EVERY STEP in the work presented in *English Activities* is planned to give progressive growth in language power—growth in the power to speak and write with increasing accuracy, increasing richness and control of vocabulary, and increasing grace and charm of expression. *English Activities* prepares the pupil for advancement in life.

THE AUTHORS OF THIS SERIES

By W. WILBUR HATFIELD, *Editor of* THE ENGLISH JOURNAL, *Head of the Department of English of the Chicago Teachers College, and Chairman of the Curriculum Commission of the National Council of Teachers of English*, E. E. LEWIS, *Professor of Education, Ohio State University, and* ***several other authors actively engaged in teaching***

PUBLISHED IN A THREE-BOOK AND A SIX-BOOK SERIES FOR GRADES THREE TO EIGHT INCLUSIVE

AMERICAN BOOK COMPANY

New York Cincinnati Chicago Boston Atlanta Dallas San Francisco

The JOURNAL of EDUCATION

ANSON W. BELDING, *Editor*

Volume 119 | Boston, May 4, 1936 | Number 9

World at Lessons

The Measure of a Community

HOW shall a community be measured? Not by the number of its inhabitants; not by their total wealth in dollars; not by the square miles it occupies; not by its smooth roads, its comfortable homes, its parks or its public buildings; not by its tallest office structure or factory chimney; not by its railroad stations or its airports; not by its banks, its warehouses or its department stores; not by the thickness of its telephone book or the height of its cathedrals.

How shall a community be measured?

Its true measure is its Public Schools.

Its Public Schools are the expression of its hope, its intelligence and its character. They show what sort of parent the community is to its children.

How then shall the Public Schools themselves be measured?

Not by their ornamental facades, their spacious floor areas, or their marble stairways; not by physical showiness but by inward purpose and accomplishment; by the high quality of teaching and administrative personnel; by the ideals, the thoroughness, the vision, the relatedness to life that are everywhere in evidence.

A low-level community will express itself in low-level schools. These will be managed with no sincere regard for the children; operated by men and women mainly interested in their own enrichment or aggrandizement or political advancement. Such schools will be a mockery of education. Their executives and teachers will be the slaves of politics and politicians.

How shall a community be measured? It shall be measured today, and its measurement tomorrow shall be forecast, by the pride it takes in its Public Schools; by the determination it continually manifests to give its children and young people the best possible preparation for lives of enlightened usefulnessness.

Legislative Lobbying

SENATOR BLACK'S committee which has been investigating lobbies will not—despite its discoveries of corrupt lobbying practices—go so far as to recommend the abolition of lobbies.

Almost every piece of proposed legislation threatens to affect some group or groups adversely. It is only fair that these groups be allowed to impress their objections upon members of the legislative body. Similarly, groups that desire some new measure in their own interest have a right to be heard; and to be represented by paid agents, skilled in logic and persuasion.

It is only when a lobby resorts to underhanded methods; acts under cover; spends lavishly; insinuates itself by entertainment and the pretense of friendship; offers inducements of a financial nature or otherwise stoops to low means of gaining its ends, that the lobby draws upon itself a fully deserved condemnation by the public and the public's chosen representatives.

Regulate the lobbies; give them a code and make them live up to it; but do not attempt to destroy lobbies. They serve a useful and legitimate purpose.

• • •

Plagiarism

RADIO has recently been instrumental in teaching a lesson in the need of honesty to an audience of many thousand young Americans.

Eddie Cantor's prize offer of a $5,000 college education for the best essay on peace written by a high school boy or girl, brought nearly a quarter of a million replies, from which one was chosen for the award. How the winner came to New York City, was introduced on the air, thanked everybody who had contributed to his success, received congratulations—and finally was found to have stolen his composition bodily from a magazine article and

was sent home in disgrace—is well known to the country.

The young man, when faced with the charge of plagiarism, asked with apparent innocence: "What is plagiarism?"

Is it possible that many of our young people are passing through the public schools without ever having learned the difference between original and copied work?

If so, it may be more important that this distinction be taught them than that their teachers be sworn to defend the Constitution.

The English teacher, no doubt, has an especial duty to impress the importance of original work and to draw a sharp line betweeen such work and that which is appropriated, either in substance or in form, from the labor of other persons. But the task is one which belongs almost as much to every teacher from the first grade upward to the last one attended.

Incidentally—the lesson will never be learned from a teacher who is personally lacking in a high sense of intellectual integrity.

• • •

Costly Victory

THE president of Centre College (Kentucky, in case you have forgotten) has declared that the 6-0 victory of Centre's football team over Harvard in 1921 was the worst thing that ever happened to his institution. "It upset the whole town's judgment of college values," President Turck states. The glory of the gridiron attracted 134 youths to Centre's freshman class the next year; but only 32 of them remained to graduate.

The physical side of education can easily get out of balance with the intellectual side. So, for that matter, can the intellectual side get out of balance with the ethical or character side.

A college of small or medium size does well not to don a football suit too large for it.

• • •

Interstate Police

WHILE the nation tries to discover the best procedure against crime from endless reports of criminologists and social specialists, one group goes steadily ahead along the old-fashioned line of getting after criminals and bringing them to punishment. The group is J. Edgar Hoover's bureau of so so-called G-men. These detectives make up the most effective police force the country as a whole has ever had. They deal with the interstate aspects of organized crime in a fashion so successful that even the warmest advocates of states' rights have not a word to say in opposition to the G-men's work.

High tribute was paid these intelligent and fearless fellows by the United States Senate, when on April 22 it voted the G-men $225,000 more than the $5,800,000 which the appropriations committee had recommended. This would seem to be practical recognition of a good investment. In another sense, of course, it is just as directly for national defence as those larger sums that are spent for army and navy. The domestic foe—the law-breaker—is not a remote possibility but a very present, very dangerous and costly reality.

In some countries a national police force has become a menace to plain people whom it may accuse of imaginary crimes—not only accuse but judge and punish. Our G-men are not running amuck with the liberties of decent citizens, and aren't likely to do so if we keep our government on a constitutional footing.

The G-men are fast gaining a reputation for thoroughness which makes them dreaded by the underworld.

• • •

Punishing for Ignorance

THE school authorities of certain cities are being "taken for a ride." The "driver" is a self-appointed group of patriots who insist that any child in school who refuses to salute the Stars and Stripes, and is backed in that refusal by his parents, be denied the privilege of schooling at the public's expense.

Could anything be more illogical than to deprive of instruction those whose only fault is that they—and their parents—have not had instruction enough.

The public schools have done a great deal to inspire a love of country in the hearts of boys and girls. No doubt that love of country should be deepened and made more enduring, more functional in terms of good citizenship, than is sometimes the case. But the fact remains that a wonderful contribution toward a sincere Americanism has been made by the schools. If the lessons of patriotism fail to take effect with certain children whose home influence is contrary to that of the school—why cast out the children into that pit of ignorance from which the state, for its own sake, wants to save them? And all because they have refused lip service to the Flag!

No wonder Sinclair Lewis has asked if this country is to be Hitlerized by its super-patriotic groups.

The schools, which are supposed to be non-sectarian, are doing more than they should to advertise a religious cult which hasn't room for both patriotism and religion.

Auson W. Belding

What Makes a Great Teacher?

By ORLIE M. CLEM
Superintendent of Schools
Owego, New York

Glance back at the teachers to whom you owe the most . . . . What was the secret of their power?

A FEW days before his death Franklin K. Lane said he would like to gather around a fire a few men whom he had known and loved. He named about a dozen. After all, the real world is small, isn't it?

Would you like to gather around a fire with a few great teachers—choice spirits—whom you have loved? I should like to do so. To whom would you assign cozy places in this fireside rendezvous?

I should give a comfortable place to a sterling woman in the old district school. This woman had a strong heart. She was not only teacher but janitor as well. She waded the unbroken snows of winter; she led us along the sheltered side of a wood to protect us from the winter's blast. She revealed to us the perfumes of autumn days and the promise of flowers in the springtime. As a child I admired her so much that I wanted to grow up and teach a country school just as she did.

I should invite to this fireside rendezvous another teacher in this same district school. He was young and vigorous, the life of the playground. He could outrun any boy in school. When I was in the seventh grade he said to me one day: "Do you know I think you should later go to high school?" In as much as no one from our district had ever gone to the city high school, I was very grateful for his statement.

•

To this rendezvous, I should invite two high school teachers. The first was a woman of limited academic and professional training, but intensely human. As my teacher of English, she left partly ajar the door of the great literary storehouse. For this, I shall always be grateful. But this is not all I have "to remember her by." She lost her temper one day and berated our entire class. After school, in the quietness of her classroom, she frankly asked me what I thought of her action. I told her I considered she had made a mistake. She broke down, cried like a child, and said, "I think so, too." Her action was a revelation to me. I had never before known a teacher to admit that she might be wrong. One day in the study room she paused in her work, then looked into space, then straight at me. With a characteristic quirk of her forehead, she beckoned me to her desk. She inquired what I expected to do after finishing high school. I told her I was not sure. She said: "I think you should go to college." I explained to her that such was my greatest desire, but I was not sure about the money. She said: "The world is interested in the boy who knows where he is going. Remember that, won't you?" I was grateful for her faith in me. I shall never forget this woman.

The second high school teacher was also a principal and an athlete. He could generally outplay any boy in school. His athletic creed was the Golden Rule which he carried out in practice. His fair play, mode of living, and gentlemanly manner made an indelible impression on my mind. I wanted to be like him. He took a fatherly interest in each of the players. I really believe he taught, at least indirectly, every subject in the curriculum. A college major in history and political science, his Latin classes were vibrant with enthusiasm. He was at home in that Roman Republic in which Cicero denounced Catiline. In Vergil he was interested in the destiny of Aeneas, Dido, and the Roman nation more than in second periphrastics, gerunds, and supines. He saw the relation of Latin to Roman civilization, and the relation of history to modern life.

•

There are two college teachers whom I should like to invite to this rendezvous. The first was a tall, gaunt, hollow-eyed, serious-looking man; a teacher of history. By his plus knowledge, his unusual illustration, his intimate and close-up pictures of great characters, this man made history live in our lives. Mary, Queen of Scots, Elizabeth, Henry the Eighth, were persons of flesh and blood, not just historic characters to be studied. In his class were Phi Beta Kappans, average students, students just going to college. All loved this man and his course.

The second college teacher whom I should gather to this rendezvous was one at whose fireside I spent many happy hours in college. His home was one of culture and refinement. His wife was an ex-teacher, and both were really interested in young people. Both believed that youth has an eternal freshness to contribute to maturity. He was never too busy to consider my most trivial personal problems. I knew that in a real sense he was my friend. He could be a boy with boys without patronizing. He was so honest, so sincere, so true. He was an unassuming wizard in

his field, and the period never closed on an unfinished assignment. But it is the visits around the fireside, the discussions between munched apples, tea-cups, and ice-cream that will forever live in memory. I feel toward this man as a son of Harvard once said of William James: "I do not recall much that I learned in his classes, but I got James."

•

Finally, I should like to gather to this fireside rendezvous two teachers of the graduate school. Each not only wished to see both sides of a question, but actually did see them. Both teachers had a broad interest in life and human beings. Their classes involved revelating experiences in civic life. Each gave something of himself; each possessed an humble spirit and was always a learner.

•

These eight great teachers constitute my fireside rendezvous. I wonder whom you would invite to your rendezvous. I do not know, but I can make a fair guess. Recently, I asked a group of fifty experenced teachers to make selections for their own fireside rendezvous. My instructions were: "Close your eyes, sink back in an easy chair, and reflect upon the teachers whom you have had —those who were good and those who were bad, even as you and I. Many years ago you folded your tents and stole away from the bookish lore. Your classroom lessons of those days have long since faded from memory's screen. What do you remember now about those teachers of other days? What was it in them that has impressed itself on you over this span of years?"

•

In these rendezvous, the following teachers are typical of those assigned cozy positions by their students who knew them:—

"He was all wrong pedagogically. He would forget to ring the bell and one class would last half the afternoon while he told tales. We students felt superior; we were bored at his stories of himself, and were frankly rude. If he noticed it, it made no difference, he talked on. We learned no physics. I don't know whether he knew anything about physics. At any rate we all failed on Regents in January. But while he was talking, it began to occur to me that possibly there was something else outside the small town where I lived. Other people were doing things differently from us. Far-away places became alluring, and I longed to travel. Mr. Blank opened up a world to me that perhaps I should never have dreamed of, and I wanted to break away. Since then I have traveled a little, have learned that nearly all people are interesting, and that subject matter as such is relatively unimportant. Probably if a vote were taken of my schoolmates, the majority would not call him a good teacher. But because he let the first glimmer of light into my own mind, to me he will always seem great."

"There was something about him that attracted me, and we became close friends. I could bluff many teachers, and usually successfully, but I never had any desire to do so with him. He gave me great inspiration. I wanted to be a forester and live out in the great outdoors, under the stars. He made me see the beauties and wonders of nature so near. He always listened patiently to my childish questions and showed an interest in me as an individual. His interest still follows me in my work outside of school."

"She could make seven-year-old Johnnie forget his skinned knee without babying him; and, with a little quirk of the mouth, make the football captain ashamed of being a poor loser. She played with the children and enjoyed it. She developed good sportsmanship in a field where it never grew before."

"She was young and beautiful, quite athletic. In the winter she would go on coasting and skating parties. She would also help the boys in basketball at the gymnasium. In the spring, when the water was warm, she would allow the boys to go swimming in the old swimming hole back of the school yard."

"He could handle all the usual grade school subjects, was at home with those Latin and Greek authors included in the high school curriculum, delighted in mathematics, and had as his hobby the sciences. He was a lover of the outdoors, and had a fondness for sports of the strenuous type such as football and rowing."

"He taught science, not the 'manual.' Never was a question left hanging in mid-air. We learned the H_2SO_4 side of chemistry along with removing ink from clothing."

"She was a lover of boys. She always went with us on basketball trips, and cheered heartily for the team. She never had any trouble with the boys in discipline. They had no desire to offend her because she was really one of them."

From the writer's reflections upon his own teachers, and the data of the above study; from miscellaneous informal literature on teaching; and from accounts of the great teachers of history, the writer hazards the following observations concerning great teachers and great teaching.

•

Great teachers are persons of great personality. The vital things in education are caught rather than taught. The Great Teacher who walked the Judean

Hills owed his tremendous following to personality. Socrates with no building, equipment, or library, demonstrated the integrity of personality in the teacher-pupil relationship. Lincoln's mother died when he was nine years old, but his impressions of her remained to the end of life. Thomas Arnold converted Rugby into what Carlyle called a "temple of industrious peace" not chiefly by his educational ideas, nor craftsmanship in teaching, nor intense religious fervor, but by the nobility of his character. Arnold chose to make boys pure in heart by trusting them rather than cudgeling them. Likewise, the personality of Sanderson towers above the ruins of Oundle. Kelly, in a recent study involving 187 colleges, found that teachers are considered great in most cases because of character and personality rather than skill in teaching.

Dr. Clem will continue his discussion of "Great Teaching" in The Journal of Education of June 1.

The Brood of Folly

By FRANCES DUNLAP HERON

Chicago, Illinois

Awarded Fourth Prize in The Journal of Education's Third Annual Short Story Contest

JEFF (Thomas Jefferson) Worley lolled on a log behind the old tobacco barn—in 1882 a commonplace outbuilding of the central Missouri farmstead—and with a stick scratched haphazard curlicues in the black spring soil. A basket of eggs indicated that he had fed the hens in the east pasture. It would be half-an-hour before time to milk, and Jeff was in no hurry to get to the house. With six brothers teasing and bickering, a fellow didn't have a chance to think unless he got out of hearing distance. The tobacco barn had become Jeff's refuge.

This evening his thoughts were more serious than usual; he couldn't help feeling suddenly grown up. He wanted to think back over the "Exhibition" that had marked the close of another term of the Mill Creek rural school and meant the end of his formal education. The families of the district had gathered with bountiful baskets of ham and chicken and potato salad and fruit pies, to hear John and Mart and Sally and Melie read compositions, recite speeches, and show their skill in spelling and cipher-ing. Professor Matthews (every male teacher, regardless of academic qualifications and rank, was "professor" in those days) was proud of his scholars, with exceptions, his chief shame being Jeff Worley.

In the cipher match Jeff had got confused and had subtracted instead of dividing, and in the spelling contest he had gone down on his second word. Because Jeff had been behind in his spelling lessons, Professor Matthews had not assigned him an essay or a speech. In fact, the conscientious middle-aged teacher had thought it best to state plain facts to Jeff's father, who had repeated them on the way home from school.

"Well, Jeff, Professor Matthews says there ain't any use of you comin' back to school another year. Says there's no use in you wastin' any more time 'cause you just ain't cut out for books. Anybody could see that the way you showed up today. I'd a felt right bad about it if Steve and Dickie and Cal here hadn't done so well.

"Oh, well, you're sixteen; gone to school now two years longer than I did, and I've got along all right; got the best farm around here. Too much education ruins a feller. Five more years and you'll be twenty-one and I'll give you that west forty to farm. . . . I can't see, though, why you ain't better in mathematics. All the Worleys've been good at it."

Professor Matthews and Pa were right. Jeff's mind just wouldn't concentrate on cipher-ing and copy book proverbs. He much preferred sitting at his carved and battered desk, watching and listening to the teacher and other pupils. He had a private game he played, seeing how often he could anticipate the remarks they would make in various situations. Strange how many times he hit them!

He could quote verbatim the annual speech Uncle Mort Simcoe always made on "Essentials in Building Your Life." Often he entertained the family at supper time with anecdotes of the day's happenings. He could mimic voices with astonishing fidelity. Behind the tobacco barn was the "stage" where he carried on "dialogs."

The first Monday of every month was a red-letter occasion to Jeff, for it was Stock Sales Day in town. Everybody

hitched up, and went to sell a mule or a cow—or to watch the other fellows sell theirs. Pa always took Jeff, who liked nothing better than loitering around the courthouse, observing people and picking up stories.

Once in a play at school, he had taken the part of a stupid hired man. But that effort had been Professor Matthews' only dramatic enterprise. Parents complained about their boys and girls staying after school to practice. But for Jeff it had been the happiest experience of his school career. He had unquestionably been the outstanding actor.

Sam Rogers, who had gone to St. Louis last year with his pa to drive a bunch of hogs, had told Jeff there were theatres in that city where people paid, yes, actually paid, to hear fellows clown around and tell jokes on the stage. And what was it Sam had said: "The fellow that mocked a nigger couldn't do it near as good as you can"?

For days after that Jeff had dreamed of acting on a real stage, and back of the tobacco barn he performed for an imaginary audience. Why couldn't he mimic people and tell stories for pay? The answer was simple. Pa said the stage was sinful, and Pa was always right.

Jeff had wished sometimes he could write down the original dialogs he thought of. But Pa wouldn't approve of that either. Pa wouldn't let them read any writing that wasn't actually the truth. It never occurred to Jeff to share any of his longings with his teacher. Professor Matthews' job was to teach reading, writing, arithmetic, and grammar—no frills. There was Harve Bradshaw, who was always being ridiculed or punished for drawing pictures on his slate.

And now school days were over for Jeff. . . . Of course, he had never attended very steadily anyway. The year Dave was born and Pa had pneumonia he had stayed out practically all winter. Other years Pa had usually kept him out a month of the five-month term to shuck corn, saw wood, kill hogs.

. . . He'd better be getting to the house. Soon be milking time and supper. Wasn't very hungry though after all he had eaten at the basket dinner. He'd overheard some humorous conversation as he had stacked up his plate. He'd re-enact it:—

"Have some of this chocolate cake, Professor Matthews. I know it's good, because I made it myself."

"Looky there, Jane, at Fanny Palmer's plate. She always eats the most and brings the least."

"I think that there is Annie Smith's potato salad. She puts too much vinegar in it. Gave me cramps one time."

"Ain't it a shame Miz Crump wouldn't come? I hear she got a sudden notion she might ketch malaria in this crowd."

"Howdy, Jake! Say, notice Bill Fitts and his wife ain't here? Mad 'cause Bill didn't get 'lected to the school board."

"Say, Phil, hear about Ed Martin's old shorthorn? Got twin calves, heifers."

"Looks like there might be wedding bells at old man Kirk's. Harry Miller's been to see Susie Ann three times now."

Jeff had forgotten he was Thomas Jefferson Worley. He was Aunt Mattie Sykes, Mrs. Wallace, Grandma Dunn, Ben Craighead, Ez Bartley.

His father, en route to the pond for water, had heard the "voices" behind the tobacco barn, paused to listen, and his ribs shook silently as he recognized unmistakably each impersonation. You'd think the whole bunch was right there! But wasting time that way was foolish. He'd put a stop to it. It was past milking time.

"Jeff! No wonder you ain't learned anything at school, wastin' time this way! Git on to the house with them eggs, and bring the milk buckets."

•

Sometimes when Jeff Worley, now sixty-nine, listens to the wisecracks of a $500-a-week comedian over the radio, or laughs at the humor of the film screen's most popular impersonator, or half chuckles, half chokes over the homely witticisms of a mid-western columnist in the *Globe*, his vision is blurred by the picture of a sixteen-year-old boy behind an old tobacco barn mocking the neighbors and making up dialogs. Must have been foolish—Pa had said so, Professor Matthews had declared he wasn't cut out for schooling—but somehow he'd never had any heart for farming, even after a lifetime of it.

Wistful reflections like these always lead him up to Mary Katharine. There's a daughter to be proud of! Kind of makes up for his own failure. Just twenty-five and has had big parts in several plays that made good on Broadway—and has written a play herself that's to have its premier next week.

. . . Odd how her teachers as far back as grade school said Mary Katharine was cut out for a writer, and encouraged her to write what she thought, whether it was so or not. . . . Praised her, mind you, for being able to imitate folks like her old Dad used to, and had her do it before the whole town instead of licking her. Once old Professor Matthews was there, and said: "Jeff, your wife sure must have been smart in school."

And Mary Katharine's principal got her a scholarship to that journalism college. And now she's living better than her Dad ever did on what she can earn doing what she likes best to do!

Somehow, sir, it looks like they got a better way of learning kids than they used to.

Is *This* the New Education?

By LUCILE NAYLOR

An amusing picture of a purportedly progressive classroom. Is it typical—or exceptional?

"WHAT did you get out of your course in the New Education?" I was asked recently.

"Three hours' credit," said I, like a big old stupid, for of course, what my questioner wished to know was in what ways I had benefited professionally. But even upon giving it my careful consideration, I could think of nothing to say except, "Well, I did learn what *not* to do!"

In the first place, we were told in the most glowing terms what the New Education is like. Really, when it is established in all the schools of this land and in all the schools of all other lands, the educational millennium will have arrived. At least that is the impression one would get just hearing about it. Why, it is the panacea for all the educational ails and ills of the centuries past.

In the New School there is freedom, a family atmosphere, purposeful endeavor, and creative activity. No rewards and no punishments are necessary: each child does *what* he wishes, *when* he wishes; the teacher is no longer the taskmaster; it is a child centred school in which the teacher is merely a kind and benevolent God hovering near to give aid and guidance when aid and guidance are sought.

The child doesn't learn to read, for instance, until he feels the urge and asks to learn. He learns to spell only as the need arises. He learns that two twos are four whenever a life situation brings about the need for such knowledge. In fact, information as such, knowledge for knowledge's sake, is like seats and desks screwed to the floor, one of the things which the New School has outlawed.

Taught in the same manner, a surgeon would never see nor hear tell of amputating a leg until the need arose; and then, bless his heart, with saw and chisel or perhaps an axe, he'd go to it.

The New School, you say, does not work with materials as valuable as legs! It works with children, moulding them into adults, shaping them for future life, fitting them for service. This New Education is an experimental process and an expensive one, and great must be the waste.

The old school has blundered. Many have been its mistakes. But to date, the average teacher in the traditional formal school is doing far more toward producing a happy, healthy, intelligent people than the *best* teacher in the so called New or *Progressive* School. That is just my puny opinion and I am only one individual, but I believe it.

I observed the work of a university grade school—call it model school, teacher training school, or what you will—on many, many occasions; and each time I left with a headache, nauseated almost. I observed in various rooms; and finally, after repeated disappointments, I decided to observe the activities of a fifth grade group—that is, they were children of ten and eleven. The teacher had recently received her master's degree from a certain larger university, a hot bed of experimental education. I thought she surely would know how the thing should be done. Well, with the children seated in a half circle about her, the homiest kind of atmosphere, she asked them what *they* thought they should do that day, what questions of the previous day had been left unsettled, what problems unsolved.

After ten minutes of floundering and aimless guessing, some child hit upon what the *teacher* wanted the *children* to discuss. Oh, yes, it was the newspaper they were to publish. Then for ninety minutes they argued about the most trivial questions concerning newspaper construction, the merest mechanics of the thing. It was obviously a teacher interest. The children floundered as in a sea.

Why, it was as plain as the nose on your face, that not a child there was interested in *her hobby*, the newspaper. True, some child may have suggested it the day before; and the entire group (we must never say class or grade) may have agreed that it was the very thing they wanted most to do; *but* children's interests and fancies are transient, fleeting things; and it was quite evident that no one was interested on this particular occasion but the teacher.

Really, the publishing of a newspaper is coming to be quite as traditional in the New School as sitting erect was in

the old. And when you have a chance to inquire, or observe first hand the workings of the New School, be prepared for the knowledge that the children somewhere along the line, probably in third grade, have *chosen* the Dutch people as their central interest for the year, wooden shoes and all, and with no consideration for the fact that one could be in Holland for some time without seeing the traditional picturesque Hollander.

ALL FOR NEWSPAPER!

Be prepared also to find a circus, say in first or second grade, Indians perhaps in fourth, Vikings somewhere along the line, and a newspaper eventually. They are as much like sheep as anything you ever saw, these advocates of the New School. Where one leads, the rest rush pell mell. And, by the way, the very thing they cry out against is anything traditional, anything imposed, any indoctrination.

But to get back to our fifth grade. For ninety minutes those poor little devils floundered and flopped. They argued for fifteen or twenty minutes upon whether one boy's statement that "all the people know everything" is true. Finally, two boys, plainly bored, got up and strolled out of the room. They may have had other cause for leaving, but I do not doubt that their lack of interest had something to do with their answering nature's call at just that moment.

One boy tipped his chair over backward and sprawled on the floor. Everyone laughed. I didn't blame them—it was such a relief! I enjoyed it too. It was really quite the smartest thing I saw done during the ninety minutes. It is odd how children somehow sense that tension must be broken.

There are a few things that stand out particularly from amidst all the bedlam and chaos of that ninety minutes. For one thing, they sat in a circle (the old rows and aisles are taboo). And a very natural way to sit, I thought, since they seemed to be going round in circles so far as clear, logical thinking was concerned. One boy rudely, though sagely, blurted out: "We ain't gittin' nowhere!" All talked at once; no one said anything.

After about forty-five minutes, the teacher, unable to cope with the situation, asked them all to carry their chairs to another part of the room and face the blackboard where the children's suggestions about the newspaper might be listed on the board. In the shuffle, one lad, who was out of the room, lost his chair and consequently took one of the larger, more comfortable chairs assigned to student observers. Another lad purposely shoved his chair aside and drew up one of the coveted grown-up chairs. Then ensued a lengthy harangue on the why's and wherefore's of allowing boy number one to keep his chair, and forcing boy number two to find and keep his original chair. There had been some talk and explanation about the big chairs when the class (group, pardon me!) had first entered.

"WE'RE BEING SILENT"

Settled once more, the discussion, or rather argument, proceeded. Ever and anon, she of the master's degree would raise her voice a notch higher, so as to be heard above the din, and say, "Do you want me simply to be a policeman? Follow John's suggestion through! No, Donald, Martin has the floor! But you've forgotten what John suggested!"

Then she'd slip to the board and write SILENCE in large letters. When no one paid any heed, she would say: "Can't you read? We're being silent, aren't we?"

And Donald's reply, though saucy, was to be expected: "No, we're just supposed to be!"

THE NON-CO-OPERATORS

Many times during the period were the pupils threatened (yes, threatened) with dividing the group, the unruly ones going to the library for books to read! Awful threat!

Finally, in despair, she of the master's degree sent them all, poor, hot, weary, disgusted little tykes, to the library for a book each. They returned. Then she told them that they, some of them, did not know how to conduct themselves in group conferences. Therefore, the group would be divided. Those wishing to discuss the newspaper would remain where they were, while the ones who were not big enough for group conference would have to go off by themselves and read. Terrible!

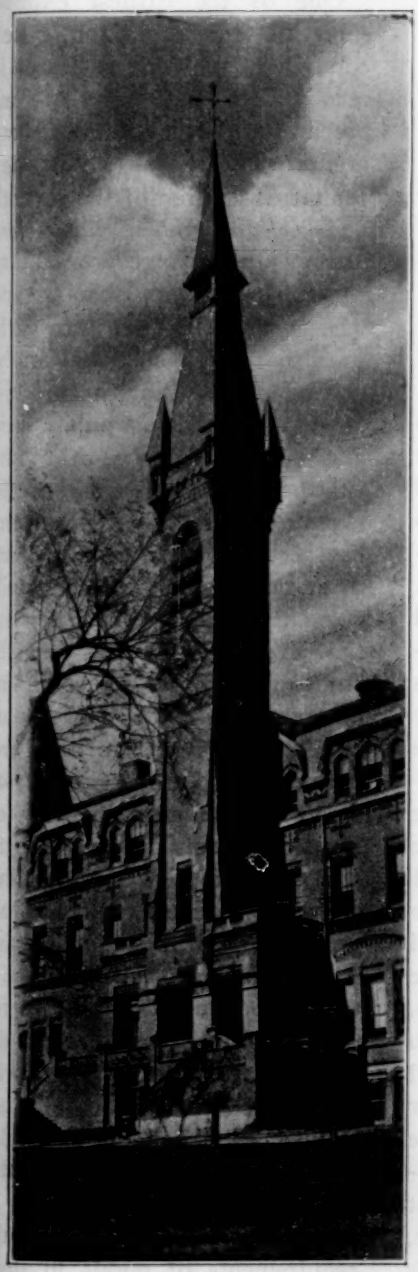
Timidly the ones of lower mentality who were less easily bored, and the ones who wished very much to be in her Highness' good graces, vowed solemnly that there was nothing in God's world they'd rather do than to discuss the mechanics of a school newspaper.

Tom, Dick, Harry, and a few others of superior mentality, and consequently more bored than the others, stood their ground, and as insurgents, were *forced* to do the thing they really *wished* to do. Five or six retreated to the cooler parts of the room, near the windows, and curled up comfortably in the forbidden adult chairs, where they were soon lost to the world in their reading—that world of chaos, and unhappy wrangling, and the most oppressive of all things, too much freedom.

REPRESENTATIVE SCHOOL SYSTEMS

Worcester

By WALTER S. YOUNG
Superintendent of Schools



ASPIRATION
is symbolized by this tower
of the
HIGH SCHOOL OF COMMERCE
Worcester

THE visitor to the Worcester public schools would find 34,000 day school pupils enrolled in approximately sixty elementary, junior, and senior high schools. He would find the usual educational features of a municipal school system. About those usual features it is unnecessary to write. He would find also a considerable group of highly developed activities which may be said to be a part of the personality of the Worcester system. In a magazine article of this sort it is possible to mention but a few of these individual expressions of our concept of public education. Let me begin by calling attention to some ways in which Worcester has tried to apply the old Platonian doctrine that the greatest inequality is the equal treatment of unequals. We are trying constantly in our Worcester schools to find ways to give equal opportunity to more and more pupils of different abilities whose aptitudes require specialized leadership. The city early recognized the need for specialization. We believe that we have one of the first school systems to adopt a cumulative record system beginning with kindergarten children. I have asked the director of kindergartens, Miss Sarah A. Marble, to contribute a statement regarding this record.

INDIVIDUAL DIFFERENCES GET EARLY ATTENTION

The character of the population in Worcester has determined many of the procedures in the kindergarten. We are a city of diversified manufacturing, with a majority of foreign-born parents. Most of the schools represent a mixture of racial backgrounds, in which individual differences are marked. We consider the kindergarten a laboratory in which children may be studied, their physical, lingual and social handicaps noted and as far as possible removed before they start their careers in the grades, where more uniformity of method is necessary.

All our children are given health examinations by the school doctors and nurses during the first weeks of school. In addition to this, the teacher is expected to give careful attention to signs of fatigue, of eye strain, of possible deafness, and to note the reasons for absences. She has a weekly period for home visits, and during these friendly calls, the child's medical history and family susceptibilities are often brought out, giving her new clues to this child's individual health problems.

Soon after the entrance of a new class, the kindergarten teacher lists the individual language difficulties of her children. There are cases in which the "mother tongue" is not English, and an English vocabulary must be built up. There are cases in which the mother's English has a foreign accent which the child must be helped to overcome. There are the usual individual difficulties of baby-talk, lisping, stammering and inhibited speech. Reports of language difficulties

are noted on the child's individual record, are listed for study by the principal and the supervisor or for reference to the school nurse when structural difficulties are suspected. Home visits are again necessary to secure the co-operation of parents in correcting speech, because the child uses speech more at home than at school.

Another section of the individual record sheet is devoted to social adjustment. Here we may find all types listed, from aggressive to shy, from wise leadership to docile following, from over-eager response to day-dreaming, with occasional stubbornness which may have its roots in fear, in unjust home management or in home indulgence. The kindergarten offers a flexible program, with many opportunities for natural grouping and the development of individual tastes. This brings out the natural social patterns of the children and gives the teacher an opportunity to refine those that do not fit into a schoolroom situation and to develop those that are needed to meet schoolroom competition.

Our course of study follows the "Unit Plan" of instruction, the providing of experience by the teacher along some line of useful information having a vocabulary content which will relate to the early reading vocabulary. Many experiences are in the form of excursions, some make use of pictures and true stories, some start in the play interests of the children. Accurate information is secured, correct vocabulary is developed, then the opportunities for illustration are left to individual choice, of course under teacher guidance. Individual differences are very marked here, not only differences in talent, but in accuracy of concepts, in understanding of relationships, in planning ability and in perseverance. A summary of "Response to materials" is made on each child's individual record sheet, with emphasis on habits and attitudes rather than on productions.

The pupil report cards, which are sent home every ten weeks, attempt to show to parents that we are interested in many phases of their children's development. There are eleven items, marked A, B, C, D, with space for noting physical handicaps, special problems and attendance. Not only the parents, but the teachers who receive these reports in the years following, realize that children may have a variety of difficulties and potentialities, that some useful characteristics may be counted on, while others will need developing.

When children are promoted into grade one, they are given group intelligence tests and those who fail on the group tests are retested with the Terman revision of the Binet Test. This gives a purely impersonal judgment on the child's potential rate of learning. This is recorded on his "Personality Record" which summarizes the reports on the cumulative individual record sheet. These "Personality Records" are private, are kept in the hands of the principal and used only to help teachers to understand their children better, to make allowances for their difficulties, to make special provisions to meet their handicaps. A good deal of space is taken for "home conditions" on these permanent reports, the emotional strains and stresses that a child meets in his family life, the size of the family, their housing conditions, their family attitudes and standards. We realize that the whole child comes to school, bringing with him not only his individual problems of physical condition, of language ability, of social relationships and of work habits, but also his family problems and racial patterns. We must know all of these if we are to help him not only to learn but to develop a well integrated personality which can make use of these learnings with a satisfactory adjustment to society.

PREPARATORY SCHOOLS

One of the earliest expressions of education for gifted children in the United States is recorded in the story of our preparatory schools. They were organized nearly forty years ago for gifted chidren of the seventh and eighth grades who were planning for college preparatory work in our high schools and who wanted to get an early start in foreign language study. During the first part of the history of these schools pupils were allowed to begin Latin and either French or German in the seventh grade. That procedure has been gradually modified until at the present time all pupils begin the study of French with the seventh grade and add the study of Latin at the beginning of the eighth grade. Two years of a foreign language in a preparatory school gives one year of credit in a senior high school. In like manner, one year of the study of a foreign language in a preparatory school gives one-half year of credit in a senior high school. The hours of the preparatory schools are the same as for the high schools. All work is departmentalized and teachers who are added to the staff are trained specialists in particular fields. We feel sure that this method of teacher selection is the only one which meets the requirements of pupils in these preparatory schools. Recitation periods are forty minutes in length. This gives time not only for the recitation, but for supervised study and teacher help. In this way home study is reduced in amount and instruction is given in the art of

studying and method of mastering intellectual tasks. We have in our city six centres for preparatory school pupils. Unfortunately we have but two junior high schools, so that our grading system is not uniform throughout the city. The greater portion is served by the 8-4 system, while the two junior high schools provide the smaller part of the city with the 6-3-3 plan, but whether the preparatory schools are organized as separate units in the conventional elementary schools or in a junior high school the philosophy and procedure of the schools are essentially the same. Admission to the preparatory schools is given on a basis of proven ability in the elementary schools as well as on the basis of Intelligence Quotients established by group testing. We have found over a long period of years that pupils in the sixth grade who establish an A or B standard as we call it, that is a grade of work better than a 75 per cent. average in English, history, arithmetic and geography are able to do high standard work in the preparatory schools. The uniformity in grouping which the selective process gives enables the preparatory schools to offer a greatly enriched curriculum, and at the same time cover all the essentials of the standard elementary school courses of study. We have measured the results of the preparatory schools in thousands of cases by segregating the results which the pupils obtain in the high schools, and classifying their successes and failures. We found that over a period of years failures are reduced to a minimum. We found that, for example, one of our preparatory schools sent a class of fifty-one pupils into the high schools in September, 1935, and at the end of the first semester the pupils had secured 85 per cent. of A's and B's and no failures. I am well aware that a procedure such as this is contrary to the philosophy held desirable by many educators. I note in questionnaires that are seen from time to time a question referring to possible results of snobbishness or feeling of superiority on the part of the young people. We would like to record our belief that the gains from segregation of gifted children in the preparatory schools so far outweigh any possible disadvantage that we feel that for more than a generation our procedure has worked greatly to the well-being of our school system.

WALTER S. YOUNG
Superintendent

HIGH SCHOOL OF COMMERCE

Worcester has four high schools. Three of them we class as college preparatory, and we like to believe that they are standard in every way. They are not so unusual in their concepts and procedures as is our High School of Commerce. I shall therefore take this opportunity to speak in some detail of the latter school to the exclusion of the college preparatory high schools. At my request Principal Calvin H. Andrews contributes the following statement regarding the school whose principal he has been for many years.

Commercial education in the public schools of America is no new enterprise. A century and more ago the elements of bookkeeping were taught in connection with arithmetic and the value of good handwriting was stressed. Farmers and storekeepers had their books of accounts which were kept with meticulous care and extraordinary neatness. Gradually, the demand for education in business subjects grew until in the latter part of the last century it formed a part of the educational program of most of the high school systems of the country.

There are three ways to introduce secondary commercial instruction. The first is by the addition of new subjects as electives, into the schools as already organized. This was done in the old English High School of this city when, in 1892, pupils were offered courses in typewriting and shorthand which they might elect in place of other subjects such as history or botany. The second way is by the introduction of distinct commercial courses into existing schools—that is, the formation of schools within schools. This method is now followed in most cities that are of such size as to be able to support only one high school. The third way is the formation of independent schools of commerce. This can be done only in the larger cities. There are three such schools in Massachusetts, namely, in Worcester, Boston, and Springfield.

The Worcester High School of Commerce had its beginning in 1914. Previous to this date, commercial subjects were taught in three of the senior high schools, namely, the English, South and North High Schools. There was a steadily increasing demand for commercial subjects in all of these schools and the problem of suitably equipping each school with typewriters and other office machines and of organizing the courses became increasingly difficult. Homer P. Lewis, then superintendent

of schools, made a thorough investigation of the situation involving many months of study and, as a result of this study, recommended that all pupils electing commercial subjects should be sent to one school.

At the inception of schools of commerce, there was great danger that they would degenerate into a training school for the mere routine of the office. Many of the early schools graduated their students in two years with little instruction beyond drill in typewriting, practice in shorthand and lessons in accounting. These short courses were established to compete with the private business colleges with which, by the way, there should be no competition for each has its own field of endeavor. In most cases, the short courses failed in their purpose. They failed because they created wrong impressions in the minds of the students. They belittled business by implying that the preparation required by the successful business man was not as great as that required by the successful man in other pursuits.

They attracted, in some cases, an inferior class of students and created wrong impressions in the minds of the public as to the disciplinary value of commercial studies. There was danger of their becoming intellectual infirmaries and hospitals for the mentally tired.

Superintendent Lewis determined at the outset that the Worcester High School of Commerce should not be of this order but, on the contrary, should be a fitting school as well as a finishing school. He insisted that the interests of the community, social, intellectual and commercial all should find their expression in the plan and organization of the new school.

The graduate of a school of commerce has reason to demand that his secondary school training should in no way be inferior to that of the so-called college preparatory school. He should and must have an opportunity to gain an education that will enable him not only to earn a living but to enjoy the good things of life—good books, good music, fine paintings, and nature's glories in seas and skies, in fields and forests. The program of a high school of commerce, its aims and its objectives should be such as to attract to it the best of the youth of the city. More than this, the business men of the community have a right to demand that they be given the services of the ablest youth of the city in their offices and counting rooms. It is they that support the schools and they are entitled to have at their call boys and girls of the highest order of intelligence.

•

Worcester has no natural advantages of situation so far as water power and transportation by sea, lake or river is concerned. It is far removed from the source of supply of raw materials, especially iron, coal and oil, and yet it has prospered. It has prospered because of its man power. It has had as leaders of commerce and industry men of high intelligence, business acumen and mental alertness. If this prosperity is to endure, the city must have a reservoir of youth of intelligence, well trained in the art and science of commerce upon which it can draw.

The wisdom displayed in the action taken by the school authorities in establishing a school of commerce is made manifest by the remarkable growth of the institution. In 1914 about 800 pupils were taking the commercial course. Today, twenty-two years later, there are more than 4,000 students who are enrolled in the school and in daily attendance. This large enrollment puts its among the biggest schools of commerce in the United States. More than one-ninth of the total public school population of the city belongs to the school. There are 140 teachers in its faculty, a number large enough in itself to make a good-sized institution. The capacity of the school building is not sufficient to accommodate all of the student body at one time, so that it is necessary to divide the school into three platoons. Two thousand nine hundred enter at 8.15 a.m., 500 at 9, and 600 at 1 p.m.

Six hundred classes are held each day, and as each of the 4,000 pupils takes five lessons, there are 20,000 pupil-periods, or teacher-pupil contacts each day. A visitor wishing to visit each class for a full period would require one whole semester, or 20 weeks, to make the rounds.

Many who visit the school when the bells sound for the pupils to change classes and view the stream of young life as it flows through the wide corridors are thrilled at the spectacle. Here are thousands of splendid boys and girls undaunted and unafraid who are marching with heads up and firm step to the tomorrow. Worcester need have no fear for its future if nothing shall happen to destroy the courage, faith and loyalty of these, its future citizens. Unremitting care, however, must be taken by parents and teachers that justice shall be measured out to these who are theirs to teach and guide, or else faith will be changed to doubt and bitterness, and loyalty to deep resentment.

We have tried to show that the object and aim of the founders of this school was to so organize it that it would maintain a high academic standing and at the same time give the pupils a training in business methods and practice. To do this, there must be an economy

of time and a high degree of efficiency in the classroom procedure. The teacher's great endeavor must be to teach rather than to hear recitations. He must so order his work as to reduce home study to a reasonable amount. Many pupils find it extremely difficult to get time for extensive home study. They work in the shops and stores in the afternoons, or they help a busy and tired mother in the home. The work of the department of Physics may be used as an illustration to show how the teachers of a subject may arrange their work to economize the time of the pupils. In preparing for a discussion of a new subject, the teachers make a concise but complete outline of the points to be stressed. These are revised until the teacher is satisfied that they cannot be further simplified. They are illustrated by outline sketches, mimeographed, and copies given to the pupils who are free to watch the experiments performed by the teacher, listen to the lecture, and take part in the discussion of the subject without the painful necessity of taking extensive notes which must be copied later.

Teachers of the other subjects are working always with the goal of high classroom efficiency in view, and many are the stencils cut and prints made by the pupils of the office practice classes that their schoolmates may profit thereby.

"There is no royal path to geometry," said Euclid to Ptolemy, and yet we know that it is possible for the skillful teacher to shorten the path to learning by improved methods and careful preparation.

I wish that there were time to discuss in detail the work done in each of the many departments of the school. I would tell of the 1,500 pupils studying foreign languages, of the same number taking history. Seven hundred pupils find interest in the study of biology. Students in this subject no longer pull pretty flowers apart to sketch and name the parts, nor do they find time to dissect bugs and worms as was formerly done in this subject, but the economic and commercial value of trees, birds, flowers, the grains and vegetables that nourish the human race are the topics that are discussed.

Over 300 pupils elect Latin and this subject is gaining in interest and popularity. This subject is particularly valuable to a school of commerce. Stenographers must have a large vocabulary and the best possible knowledge of grammatical construction to be of service to their employers, and where can they better get this knowledge than in the study of Latin, from which language more than 60 per cent. of English words are derived. Teachers of stenography strongly advise their pupils to take at least two years in this subject.

The classes in Journalism edit and publish the school paper which is called The Mercury, taking its name from the patron god of commerce. It has a circulation of 2,600, and is probably read by four times this number. The merchants of the city recognize its large clientele, and advertise in its pages generously. The Mercury has a national reputation, and has taken many prizes in competition with the best school papers of the country.

All pupils are required to study English, and 126 classes with 31 teachers make up the department.

Hundreds of pupils elect stenography, bookkeeping, office practice, penmanship, and salesmanship. There are twenty classes in commercial law, and these classes are taught for the most part by men who are members of the Massachusetts Bar.

The esthetic side of education is not neglected at the school. Six teachers give their full time to the teaching of art and art appreciation, while large numbers of young musicians of the city have obtained their start in music at the school. Classes in harmony, appreciation of

LEARNING TO KEEP HOUSE

Providence Street Junior High School

music, chorus singing, band and orchestra all give rare opportunities to those who love to sing or play. More and more emphasis is being given to the social sciences, such as ethics, economics, and civics. The course in civics was recently extended to one full semester to meet the requirements of the Schools for Nursing in Massachusetts, New York and New Jersey.

A most excellent course in mathematics is offered and so well trained are the pupils in this subject that they take high rank in college.

A very important function of the school is the placing of graduates in positions for which they are adapted. There are never enough honor pupils to meet the demands for office workers made by the employers of the city. It is difficult at times to find employment for graduates whose work has been of low grade, but the boy or girl of character, personality and intelligence rarely waits long for a position. In a report made by the director of the Placement Department, more than two-thirds of the 700 graduates of the class of 1935 were either employed or in college at the beginning of the autumn season.

The Placement Department not only cares for the immediate graduates of the school, but has a sincere concern for the welfare of all who have ever attended the school, whether they are graduates or not.

That the program of the school fits the pupils for further study is shown by the fact that last year 157 of the graduates entered higher institutions of learning. This is a record of which any college preparatory school might well be proud.

In this age no man can live unto himself alone. He must live and move and have his being with other people. The frontier has vanished and a man can no longer go into the wilderness to fight Indians or to live alone with his dog and gun. The youth of today must be trained to live happily with his neighbor and to take a worthy place in the social life of the community. To have a part in this great endeavor—this is the high aim and chief objective of the High School of Commerce.

SOME SPECIAL FEATURES

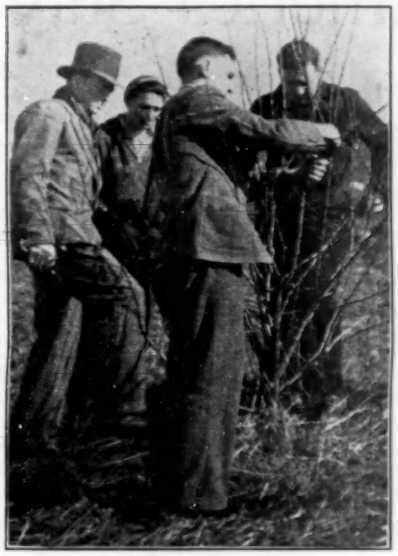
As we bring this article to a conclusion may we call attention to certain phases of school work in Worcester which might hold out more than ordinary interest to the visitor.

It is to be assumed that our school system has met the requirements of law in organizing and developing classes for mentally backward children. We feel that we have done this to a high degree of efficiency and point to our Ledge Street centre as a well organized unit of work for both boys and girls of this classification. One feature of our work for the mentally retarded is unique, and therefore referred to here in some detail. A few years ago it became evident that both boys and girls were leaving our ungraded classes on their sixteenth birthday, and were without adequate educational opportunities for remaining in school. It seemed that the junior high schools might offer a solution to many such pupils. Consequently we organized in the Grafton Street Junior High School a class more advanced than those in our ungraded centre at Ledge Street, and held out before the boys under sixteen years of age the opportunity of continuing their education in specialized work in the junior high school. The fact that this new opportunity was to be in a junior high school was in itself an incentive, and as soon as the unit was organized reports reaching pupils compelled by law to attend ungraded classes stimulated them to new effort in the hope that they would be allowed to remain voluntarily in the junior high unit after they had reached their sixteenth birthday. The key to such a unit is the adapting of each individual child within the unit to instruction under a specialized teacher supplemented by work in the regular classes of the junior high school in subjects in which the pupil most nearly approaches normal ability. The gratifying result of the experiment has been that among the many offerings of the junior high school it has been found possible in almost every case to find some phase of pupil activity, either within the curriculum or among extra curriculum interests, in which every pupil may produce normal results and in some cases even excel. After experimenting with this type of class the plan was extended to the Providence Street Junior High School where the work has been equally successful. We feel that this type of education is furnishing a solution in that very difficult age following legal requirement of school attendance and before opportunity in industry presents an opening for pupils with ungraded class experience. We feel the need for extending this type of work. It is needed by both boys and girls.

The visitor to our school system, if he were interested in special classes, would find among other offerings a sight saving unit at the Chandler Street School which serves the entire city; a class for the deaf at the Upsala Street School; hospital classes for convalescing children at City Hospital; a fresh air class at the Elizabeth Street School; a day school for immigrants at Lamartine Street School; and a department of vocational agriculture at the North High School.

The visitor would further find, if he were interested particularly in curriculum content, a specialized integration of the history of Worcester from its beginnings to the present time correlated with the history curriculum as usually developed in school systems. He would find this story of Worcester pictured and dramatized and told as narrative and, in general, thoroughly a part of the history training of all Worcester pupils. We feel that our city is particularly rich in its local development and the relation of that development to the life of the commonwealth and the nation. It is our theory that Worcester boys and girls ought to know what was going on in our settlement and town and city as he is taught about events and episodes and conditions in the nation and in the world at similar times. This vehicle of local history has proven a means of vitalizing and stimulating all history study. A utilization of the collections of the Worcester Historical Society and of other material in possession of local individuals and organizations has proved of great value in this whole field of curriculum activity. We were fortunate in having at our command an excellent textbook written for local needs by local people. This textbook has been the foundation upon which this new phase of education has been built.

The visitor would also find that we have made use of our industrial activity in our new course in Art. It is a part of our procedure that classes shall visit industrial plants of our city, that they shall catch something of the technique of simple procedures in industrial plants, and that motifs developed by the pupils as original work in art classes shall reflect those



PRUNING
Course in Agriculture
North High School
(Instructor at Left)

phases of industrial life which are peculiar to our city. Hence, the visitor will find the activities of the American Steel and Wire Company in art expression in the public schools. The same is true of our great Norton plant.

Worcester is fortunate in having one of the finest Art Museums in the country. The Art Department has recognized how helpful this might prove to the schools, so now part of the art curriculum requires a concentrated study of masterpieces in the museum as part of the appreciation work. The Boys Trade School has co-operated by printing reproductions of all the masterpieces so that each child is supplied with ten reproductions in each grade.

All school children visit the Art Museum at the end of the sixth grade study.

The principal emphasis is on appreciation in the elementary and junior high years. Art applications in everyday matters, bringing art into the pupil's everyday experience, is specially accented.

In the senior high schools specialization is encouraged through separate courses, in Art (general), Crafts (including ceramics), Commercial Art, and Art Appreciation.

Wherever possible, the Art course throughout the grades and high school is correlated and integrated with other subjects. For example, in the junior high grades parallels are drawn between the art work and music, health, history, literature, and nature study. In the elementary grades geography, history and language subjects are used as topics for illustration and motifs for designs. It is apparent that the latitude in the whole art curriculum is broad, giving considerable freedom to both teacher and pupil in carrying out problems, with wide choice of media.

Again the visitor might find special interest in the vocational agricultural department connected with our North High School. This school is organized under the same general principles which apply to vocational education throughout the state. Instruction is divided so that half of the teaching program is devoted to productive work in the particular field and the other half is devoted to general education which integrates with the productive work program. In three of the counties of our Commonwealth separate agricultural schools have been established to meet the need of vocational agricultural education. In our own county the department at the North High School is expected to provide both vocational and academic instruction parallel in scope and similar in thoroughness to the county schools. Approximately 400 pupils are enrolled. We have four full-time teachers. We feel that our unit is a well integrated part of our program and that it has contributed in large degree to vocational agricultural education throughout the county.

How Can America Stay Out of War?

A High School Graduate's Answer

Owen W. Matthews, 3rd, a high school graduate of 515 North Ainsworth Street, Portland, Oregon, is the winner of the Eddie Cantor $5,000 peace scholarship competition. The previous winner having been disqualified for plagiarism, the prize was awarded to the contestant who received the second highest number of votes from the judges. The prize essay follows:—

"MY idea how America can stay out of war is based on my personal experiences.

"I am an Eagle Scout, and have been in scouting for seven years. Through scouting and other worthwhile youth movements is the way this can be accomplished.

"The spring of 1933 I heard of the coming Fourth International Scout Jamboree, to be held in Godollo, Hungary, and made my plans to attend. I went to the Jamboree, and there found my solution for future world peace. While a member of this wonderful Jamboree I learned what true brotherly love meant.

"In Europe wherever we met a person in the scout uniform we knew he was our loyal friend and brother. Although unable to converse with some foreign scouts, their actions always bespoke friendliness.

"All boys at the Jamboree wanted to be friends, and we made new ones every day. By actually living for two weeks with thirty thousand foreign scouts we learned that they thought and acted as we did, even though their color and creed might be different. We loved these brother scouts as much as those in America. Throughout the Jamboree encampment covering many square miles was an attitude of friendliness and good will, no thought of enmity, everyone showing their paramount thought of creating world peace for the future.

"The real benefits from this Jamboree are being manifested as time goes on. I am corresponding with eight scouts I met at the Jamboree, who live in the following countries: Esthonia, Luxembourg, England, Austria, Persia, Syria, South Africa, and Australia. We exchange stamps, songs, literature and various articles pertaining to our respective countries and thereby continuing our worthwhile friendship. After these contacts how could we ever want to go to War against each other?

"If the United States government sent picked groups of youth to these international gatherings, expenses paid, it would open the eyes of youth the world over as to the futility of War. Upon their return to America they should deliver lectures in schools and to older organizations telling the thoughts of youth in regard to War with other countries. If taught in youth the crime of War, as adults these boys will wholeheartedly disfavor War. Peace gatherings and encampments of youth from all countries will do more to further future world peace than adult peace conferences held in some castle or other building.

"Stress the movement for intelligent voting at the polls, to see that the only people sent to Congress are those who will do everything humanly possible to always vote to keep us out of War.

"If we teach our youth of today the crime of taking human life, as in War, they will vote in the future to never leave their own shores to fight against other nations.

"Thus America can stay out of War."

Pedagogical Pennings

By R. L. HUNT

No. 16—Examinations

THE writer has found only two excuses (not reasons) for examinations, namely, to give the teacher an opportunity to learn how many of her ideas the pupils have stored away in their notebooks, and to make a smoke screen for her (the teacher) to hide behind in distributing the grades.

Theoretically, an examination is supposed to make the writer think. Practically, it is nothing more than a summary of the facts expounded during the month, semester, or year.

When we eliminate all examinations, and give the pupils something worthwhile every time the class meets, teaching and attending classes should be a joy to all concerned. The first step has been made in that letters have replaced figures. Some schools have taken the second step and removed grades, hence examinations have met a forced landing, but as long as colleges measure the pupils' ability to enter their sacred halls by the time spent in the high school, and the statistical juggling acts of the teachers in recording permanent marks, examinations, tests, notebooks, and reports will continue, with the imparting of knowledge given secondary consideration.

Examinations are a tradition. Traditions are sacred.

MACMILLAN BOOKS . . .

Titles that are favorites
the country over
and
many new titles
published this spring!

Newly added to the popular

HEALTH and GROWTH SERIES

By CHARTERS, SMILEY, and STRANG

FROM MORNING TILL NIGHT
—Grade One—
HAPPY DAYS
—Grade Two—

Completing this eminent series for the entire elementary system, grades one through eight.

Ever increasing in favor

THE GATES PROGRAM OF READING

Today's leading method of teaching reading as embodied in the Work-Play Books, by Gates, Huber, and Ayer.

A successful series of work-type readers

READING TO LEARN

Book One - Book Two - Book Three
By YOAKAM, BAGLEY, and KNOWLTON

For the improvement of reading ability as well as preparation for social studies, in intermediate grades.

FINE NEW BOOKS FOR HIGH SCHOOLS

CANBY, CARTER, and MILLER

JUNIOR BOOK ONE
—Grade 7—
JUNIOR BOOK TWO
—Grade 8—

in the series

HIGH SCHOOL ENGLISH

Completing this superb series for the entire six-year course of English composition in both junior and senior high schools.

REVISED EDITIONS of

ULLMAN AND HENRY LATIN BOOKS

New Elementary Latin and Second Latin Book have been thoroughly revised in the light of the most recent advances in Latin teaching today.

BLACK and CONANT

NEW PRACTICAL CHEMISTRY

As modern as the most recent developments and inventions related to this science. Teachable, simple, attractive.

The REVISED EDITION of WATKINS and BEDELL

GENERAL SCIENCE FOR TODAY

New material, new illustrations, new problems; entire book brought up to date and simplified.

LENNES

PRACTICAL MATHEMATICS

A general course for ninth-graders; problems related to practical life situations.

ROUX

PREMIER COURS DE FRANCAIS

SECOND COURS DE FRANCAIS

New books, perfectly articulated. A simple introduction to French.

THE MACMILLAN COMPANY

New York Boston Chicago Dallas Atlanta San Francisco

Current Events *Via* Geography

By DE FOREST STULL
Teachers College, Columbia University
Co-Author of "Our World Today" Geography Series

IN school practice, it has been customary to think of Current Events as related especially to history, civics, and various phases of English. Yet perhaps no field in the entire school curriculum is so intimately related to Current Events as is that of modern geography. How could it be otherwise?

DEALING WITH TODAY

Modern geography, which is commonly called the new geography, is a field of knowledge dealing with *present day* human life as related to the *present day* natural environment. It is a study of how people the world over are adjusting themselves and their activities to the controlling influences of weather and climate, mineral resources, rock structure, relief of the land, soil resources, power resources, native plant and animal life, and other elements of the natural environment.

Current Events for school purposes should be concerned with present day happenings which have some real local, national, or international significance. The building of a great bridge or tunnel to overcome a water barrier; some notable exploratory work or scientific investigation; international trade rivalries or peace conferences; conservation of natural resources as related to floods and dust storms; all these might be cited as examples of valuable material.

RELATED SUBJECTS

The relationship between the New Geography and Current Events is obvious. The *present day* aspect of both fields should be emphasized because Current Events are more intimately related to geography than to any other phase of the school curriculum. History is concerned mainly with the past; geography always stresses the present.

A CLASS IN ACTION

Recently the writer visited a geography class during the Current Events period. The class was presided over by a pupil chairman whose duty it was to call upon each child for a contribution while the teacher remained in the background. Many reports consisted of rather shallow and uninteresting material. There was no discussion and little consideration of the details which alone make a topic vital and interesting.

There were, however, notable exceptions. There was a pupil named Mary who gave a valuable report about the great suspension bridge across the Hudson River between Fort Washington in New York and Fort Lee in New Jersey. She explained how it was constructed, and what it was doing for transportation conditions in the metropolitan area. The children who had been listless while most of the other reports were given gave rapt attention to Mary's report. Pictures, taken by Mary's father, were passed around. All were intensely interested. Questions were asked by the pupils, and Mary had sufficient command of her Current Events topic to satisfy their curiosity.

Why did pupils in this class bring in worthless material? Perhaps because they were not trained in a sense of values. Perhaps they had not taken the time to search for valuable material or did not take the work seriously. The attitude of the teacher is important. With her background of superior experience and knowledge, she should be the counselor of such a group. Wrong impressions can be corrected and the right ones implanted. The contributions of a good teacher to the classroom discussion of Current Events are invaluable.

It is not suggested that the school curriculum might be based upon the best newspapers, periodicals and school magazines. In such a case current happenings would be made the basis of the entire school procedure and the result would only be confusion.

What, then, is the alternative? Under present conditions, where every teacher has to work with a course of study, let the Current Events fit in with and supplement the regular school work. During the geography period, what Current Events lend interest to and make more realistic the geography work? Which will lead to gradational development of geographical abilities and systematized and sequential learnings?

A COURSE OUTLINED

To make the viewpoint clear, let us briefly outline a course of study in geography and give an illustration under each heading.

Third Grade—Home geography, or the geography of the local community.

Fourth Grade—Journey geography, or the geography of simple, natural environments to be contrasted with the home environment.

Fifth Grade—The home state, the United States consid-

ered sectionally, Canada and the rest of North America.

Sixth Grade—Europe and Europe overseas.

Seventh Grade—Asia, Latin America, and occupational United States.

Eighth Grade—An elementary consideration of world-wide ecomonic relationships.

Tenth Grade—Economic geography for secondary schools.

Under the third grade heading, the local newspaper might well be employed for items about local food, clothing, shelter, tools, means of travel, weather and seasons.

For the fourth grade, where we try to build up the idea of the earth as a globe with its contrasted natural environments, why not travel in imagination with some of the current explorers whose exploits are being described in the newspapers?

In the fifth grade, there would be a wealth of material on the geography of the United States. As this article is being written during the week of March 23, 1936, the floods in the Northeastern States and the dust storms in the West and South Central States are receiving much emphasis in the newspapers. Why do floods occur? Why are floods so destructive to human life and property? What relations do floods bear to the unwise removal of the forests and wasteful cultivation of steep slopes? Why were the marginal lands of precarious rainfall robbed of their vegetation covering? These and similar questions will arise from current newspaper and periodical articles about floods and dust storms.

For the sixth grade, the newspapers are literally crammed full of articles about European affairs which might well furnish live topics for geography work. Consider for a moment some of the following headlines: "War Ghosts Meet at the Rhine"; "Britain Seeks a

FLASH NEWS

The BEST *Dictionary for School Use*

Has Just Come From Press

THE WINSTON SIMPLIFIED DICTIONARY FOR SCHOOLS

The Winston colophon stands for fifty years' experience in publishing reference works, and *an unparalleled record of successful experience* in interpreting knowledge in terms which can be understood and applied by young people.

Best Because:

IT INVITES USE. It is easier to use than any other dictionary ever published; with new, large type; a single, all-inclusive alphabetical word list; and a host of helpful mechanical details which make it a joy to consult.

IT IS EASIEST TO UNDERSTAND. This new dictionary carries on and greatly extends the Winston tradition of clear, accurate, and *simplified* definitions—definitions which can be instantly understood by boys and girls.

IT AIDS MEMORY. Definitions in this new dictionary are *enriched*—accurate, complete, and *fully* informing. They not only explain, but they interpret and classify knowledge, helping the pupil to remember by associating the new knowledge with something already familiar.

Nearly 1000 pages
1700 illustrations
10 full-color plates
24 pages of colored maps—a dictionary and an atlas in one
Durably bound in green cloth

If you are considering the purchase of dictionaries for your school, you owe it to your pupils to "look at all three" before you buy. **Let us PROVE** that the WINSTON is the best dictionary for school use—write for "The complete Dictionary Story . . . from A to Z."

THE JOHN C. WINSTON COMPANY

PHILADELPHIA • CHICAGO • ATLANTA • DALLAS • SAN FRANCISCO

Course in Foggy Seas"; "Germany's Western Frontier";" The Polish Corridor"; "The Little Entente and the Balkan Confederation"; "Italy, Yugoslavia, and the Adriatic Sea." One could go on *ad infinitum*.

The offering of current geographical material in the newspapers is almost as rich for the seventh grade. Asia and Latin America now loom large in world affairs. There is a new Asia, the slogan for which is "Asia for the Asiatics." The New Japan, the New India, and the New Turkey are constantly receiving newspaper and periodical attention. One is almost embarrassed by the abundance of valuable geographical articles that may readily be used for school purposes.

•

Every teacher of geography who desires to make a success of her work should be a collector and filer of newspaper clippings, periodical articles, and pictures. These should be used in class to show how geography is related to real life. The best geography teachers keep extensive filing portfolios or cabinets.

•

For the eighth and tenth grades there are equally good current geographical materials. The magazine called "Current Events" is a very helpful medium for these grades. It is a condensed newspaper weekly for use in public and private schools presenting those things which would be worth while for children to know. The magazine "Current History," published by the New York Times, is also very valuable. Children should learn all they can about the countries and commodities of the world from a basal textbook, supplemented by reading references and classroom discussions. Following this "Current History" may be used for up-to-date geographical materials about the nations of the world. It is a good thing to have some background in order to put meaning into newspaper and periodical articles. Real interest comes from some knowledge already acquired.

TO SUM UP

First: Current Events belong to geography as to no other field of knowledge in the school curriculum.

Second: Some daily newspapers furnish good material if a sense of values has been established and sensational headlines are ignored.

Third: Current periodicals, weekly and monthly, often have valuable geographical supplementary offerings.

Fourth: Certain school papers are even better than newspapers and periodicals, especially for grades three to ten inclusive, because the material has been selected with care and good judgment, usually by trained school men, and all sensational and irrelevant matter has been excluded.

Fifth: Whether geography is pursued in the elementary school, the junior high school, or the senior high school, Current Events should be used to supplement the regular classroom work. But they never can take the place of carefully organized curriculum materials for training pupils and students how to think and see in terms of the interrelationships between human life and the natural environment.

Sixth: A very valuable little book by J. F. Horrabin called the "Atlas of Current Affairs," is published by Alfred A. Knopf, New York City. It is filled with excellent sketch maps which help to explain "key facts and key places" in the world of today.

From a Schoolman's Diary

By FRANCIS READ
A High School Principal

Kept After

We have a detention room to which pupils are sent for a half-hour after school as a penalty for minor disdemeanors. I am not sure whether the advantages of this form of punishment outweigh the disadvantages.

The detention plan was adopted three years ago because there are some pupils who seem unable to do the right thing unless a penalty is hanging over them. This attitude is doubtless due to unfortunate experiences in the home or early grades. The possibility of being detained after the others go doubtless holds such pupils in check.

But this detention business is often abused. Such a method of punishment is too simple for the teacher to administer. She resorts to it in place of wiser alternatives that would require work and inconvenience. For instance, if a pupil is inattentive in class, it is much easier for the teacher to say: "Report today at detention," than it is to make the class more interesting, or to hold the student for a friendly word of counsel after the others go.

When trouble arises, the attempt should be to correct the difficulty; any penalty involved should be merely incidental. Keeping a boy one-half hour after school because he forgot his report card has no sound pedagogical basis.

The News Digest OF EDUCATION

S. MONROE GRAVES

Graves Ousted

Secret Hearings Result in Discharge

WELLESLEY, Mass.—The Wellesley school committee, after secret hearings on thirteen charges, has voted to oust Dr. S. Monroe Graves, for twenty-two years superintendent of Wellesley schools. Dr. Graves' counsel expects to apply for a writ of mandamus, thus throwing the case into court, where, under a new law, it will be heard by a master.

Chief among the charges against Dr. Graves, made public only after his dismissal, were non-co-operation with the committee and failure to unify the system.

Action of the committee was taken in the face of protests by more than half the voters of the town as indicated by a petition bearing 3,000 signatures.

Teachers Strike

HARRISBURG, Pa. — The Department of Public Instruction has approved payment of $25,000 to the school board of Jessup, Lackawanna County, where sixty-seven teachers went on strike, demanding $40,000 back pay. The teachers' strike, the third in three years, halted classes for more than 2,000 children in Jessup. The teachers claimed they had been paid for only two months during the school term. Previous grants by the department brought them back to their classes after they struck in October, 1933, and again in December, 1934.

National Youth Program Proves Help to Many Thousand Pupils

WASHINGTON. — The National Youth Administration, through direct cash payments, is giving aid to 564,714 young people who otherwise would be out of school and out of work, a survey of its payrolls showed.

Benefits, authorized by President Roosevelt last June, take the form of wages to high school, college, and graduate students, and to out-of-school youths employed on NYA work projects. A survey of NYA payrolls shows that 228,046 of the recipients are high school students; 121,517 undergraduate college students, 5,151 graduate college students, and 210,000 out-of-school youths working on projects.

Wages paid to students for part-time work under the supervision of school authorities range from a $6-a-month maximum for high school students to a $40-a-month maximum for graduate students. Undergraduate college students earn an average of $15 monthly.

For work on public or quasi-public projects sponsored by state youth directors, the 210,000 NYA employees receive up to $25 a month.

Given authority to spend $50,000,000 in the fiscal year which began last July 1, the NYA will pass out of existence in another three months unless the President orders it continued. Present plans call for the payment of wages to students until the close of school in June and to project workers until July 1.

Fingerprinted

Students and Faculty Give Identifications

RYE, N. H.—Women took the lead here in aiding the federal bureau of investigation when the entire personnel of Stoneleigh College for women, sixty-two students and sixteen faculty members, were fingerprinted by Chief A. Manning Remick for the civilian identification records at Washington. It is believed to be the first time an entire college has been officially fingerprinted.

Safe Driving

KEENE, N. H.—Sixty students have registered for a course in automobile safety to be given at Keene Normal School. Conrad A. Adams, head of the department of trade and industry, will be in charge of the course, which will consist of nine lessons. Motor vehicle officers and members of the faculty will lecture.

Children Checked

75 Per Cent Defective, Educator Asserts

ST. LOUIS, Mo.—Approximately 75 per cent of American school children are defective, George T. Stafford, associate professor of physical education of the University of Illinois, told the Therapeutics Section of the American Physical Education Association, that met here recently. "There are," Stafford stated, "said to be 11,000,000 of our 45,000,000 children who are not normal. About 6,000,000 are not properly nourished, 1,000,000 have a weak or damaged heart and 300,000 are crippled. All of these defects seriously limit the educability of the students."

Character Bulletin

TRENTON, N. J.—"Character Emphasis in Education" is the title of a new bulletin issued by the Department of Public Instruction of the State of New Jersey. The bulletin is one of three publications which will be issued by the department, and is the work of a committee appointed by Dr. Charles H. Elliott, Commissioner of Education. The committee is relying upon teachers to fill out individual cases, study blanks, and group study forms upon which to base its recommendations.

Smith at Harvard

CAMBRIDGE, Mass. — Dr. Payson Smith, Massachusetts Commissioner of Education from 1916 until last year, has been appointed to lecture for one year at the Harvard Graduate School of Education. He will co-operate with Henry W. Holmes, dean of the school, in preparing students for the position of superintendent of schools. Dr. Smith is at present lecturing on educational administration at Harvard.

Save Dialects

Phonograph Records Made of Indian Tongues

TACOMA, Wash.—Melville Jacobs, instructor in anthropology at the University of Washington, is working in what he calls "desperate haste" toward saving for posterity the languages and dialects of Northwest Indians. The work is done, in part, by the use of phonograph records, thus giving permanence to every tone and inflection of the dialects. Mr. Jacobs has spent the last five summers in this enterprise.

Atmospheric Whiskers

Hirsute Adornment For Celebration

ALFRED, N. Y.—Eight Alfred University professors have signed a compact to raise whiskers, sideburns, goatees "and divers kindred tonsorial accoutrements" to give the university's centennial celebration this spring a touch of 1836. Their compact says they desire to reproduce as nearly as possible "the spirit of the time of the founding," and that since "the aforementioned period of antiquity is known to have been marked by the rearing of moustaches, burnsides, goatees, whiskers and divers kindred tonsorial accoutrements," they agreed "to bring forth, foster, nurture, and perfect such facial adornments as nature had endowed us severally the power to achieve."

Give Counsel

Future College Students Advised

NEW BRUNSWICK, N. J. — Administrative officers and alumnae of thirteen Eastern colleges for women counseled future college students at the third annual Pre-College Guidance Conference, held here recently. The conferences, first presented by New Jersey College for Women in 1934 as an educational experiment, have been accepted by high school principals and teachers as valuable aid to future students and since have been repeated annually. Representatives attended from ninety-three high and preparatory schools in New Jersey, New York, Pennsylvania, Delaware, and Connecticut. Attendance was restricted to 280

Log Roller

Student Performer Earns College Way

DURHAM, N. H.—Bill Terrill, University of New Hampshire freshman, is earning his way through college by "rolling off logs." Every cent he has spent thus far for his education has been earned as a headliner in sportsmen's shows. His specialty is log tilting or log rolling. Bill, nineteen, is considered one of the best performers in the country.

Adult School

Opens in Fall With College Faculty

EAST ORANGE, N. J.—An adult education school for East Orange and nearby municipalities has been announced for next Fall by Dr. Walter W. Gustafsen, director of adult education for Upsala College. The school will be conducted by members of the college faculty. Sessions will be held one night in each week for twelve weeks. Courses available will include psychology in modern life, appreciation of music, current events, modern literature, public speaking, correct English, problems of the American family, child psychology, appreciation of art, the social life of the Greeks and Romans, science in modern life and an economic forum.

July Meeting

Elementary Education Conference at Portland

PORTLAND, Ore. — A conference on elementary education from July 6-17 will be conducted at and by the Extension Centre of the University of Oregon here. It will be the first of its kind ever held. It is sponsored by the Department of Elementary School Principals of the National Education Association. It will cover five hours a day for two weeks for which the University of Oregon will give two credits of work. Registration and tuition fee is $12. Information may be obtained from Eva G. Pinkston, 1201 Sixteenth street, N. W., Washington, D. C., or Dean Alfred Powers, director of Summer Session, University of Oregon, Extension Centre, Portland, Ore.

125th Anniversary

Friends' Academy Observes Birthday

NEW BEDFORD, Mass. — Friends' Academy, second oldest of New England's boarding schools, will observe its 125th anniversary with its commencement in June. A preliminary celebration, however, was held late in April at the school. Perusal of the old records of the school provides an instructive illustration of its community influence, and a little of the color that surrounds a continuous, century-and-a-quarter-old institution. Though organized in 1810, it was "ten month ninth," 1812, before the General Court granted its charter "for purpose of promoting piety and virtue and for the education of youth." John M. Brewer was its first principal, or "preceptor." One of the most cherished possessions of the school is its catalogue, a leather-bound register in which principals have recorded the names of pupils and teachers—over 3,500—which has been kept from 1826 until the present day. Such remarks as "left second term because of ill health," "entered Harvard 1837," or, alas, "expelled 1829," appear in a chronology of various forms of penmanship, some in a script, others as if they had been engraved.

Bay State Court Upholds Discharge of Revere Teacher Who Married

BOSTON.—The full bench of the Massachusetts supreme court has upheld the right of the Revere school committee to discharge Mrs. Clara Rinaldo from a teaching position because she was married, and pronounced that it would not interfere in the question because matters of school policy were for school committees to decide.

The court dismissed a petition of Mrs. Rinaldo for a writ of mandamus to compel the Revere school committee to reinstate her as a teacher. She was dismissed last October because of her marriage in July.

The court declined to rule on the merits or demerits of allowing teachers to hold jobs while married, but held that the school committee was "within its rights," because the marriage was "good cause" for dismissal within the meaning of the statute concerning reasons for dismissal of a teacher.

The petitioner became a teacher of contract in 1927 and went on tenure in 1930 and in July last married. Last fall the committee would not let her teach and dismissed her. The statute provides a teacher of tenure cannot be dismissed except for inefficiency, incapacity, conduct unbecoming a teacher, insubordination, "or other good cause."

The full court says "good cause" includes any ground which is put forward by the committee in good faith and which is not arbitrary, irrational, unreasonable, or irrelevant. The court is of the opinion that the petitioner's marriage was good cause for dismissal.

King's English

Educator Sees Coming Of Standard Pronunciation

NEW YORK.—There's a new note in "the King's English" nowadays, and it's a very realistic one, in the opinion of W. Cabell Greet, of Barnard College. "When Edward VIII pronounced 'broadcast' with the American 'a', there was a stir," Dr. Greet said, "and there were those who said it was a slip of the tongue. Well, if the royal tongue slipped, it was in a democratic direction. For King Edward's pronunciation has about it a truly imperial quality. With radio offering kings the opportunity to become again the personal leaders of their people," said Dr. Greet, "it is important that the voice on the air should not speak a class dialect. We are becoming more and more conscious of pronunciation. We travel more; we listen to the radio; we go to the talkies. This makes for more uniformity. What eventually will be the standard, no one knows. But that standard will not be based on 'elegance'; it will be determined in the interests of intelligibility."

Model Convention

Government Students In Annual Conference

HARRISBURG, Pa.—For three days students from thirty-four colleges held a "model political convention" and demonstrated the making of a presumably ideal party platform here under the auspices of the Pennsylvania Intercollegiate Conference on Government. Leaders in the conference denied that they are "reformers." Students who attended the annual "government clinics" are all headed toward some phase of public service as a life occupation, they said, and welcomed this practical training as laboratory work. Last year's meeting took the form of a "model legislature" while the preceding year's was cast as a constitutional convention. The project originated in 1933 with three students at the University of Pittsburgh, and spread rapidly to other colleges.

Early Honors

Wellesley Prepares For President's Retirement

WELLESLEY, Mass. — Honoring Miss Ellen Fitz Pendleton, who will retire in June, after twenty-five years as president of Wellesley College, faculty and students observed a special Guest Day early in May. Morning classes were opened to visitors, and experimental apparatus was on display in the science laboratories. Plays, concerts, and motion pictures were among the other features of the day. The college sent invitations to sister colleges, preparatory schools, women's clubs, and alumnae.

Leisure Courses

After Work Interests Urged For Future Students

NEW YORK.—Industrial and trade occupations rather than office work will lure the majority of school and college graduates of the future, according to an opinion expressed at the annual convention of the Eastern Commercial Teachers Association here. This view of economic trends was given by Frank L. Rowland, executive secretary of the Life Office Management Association, who urged emphasis on cultural subjects to provide workers with special interests which they will be deprived of in their jobs. He pointed to the ever-growing supply of office workers with demand stationary, in urging that educators "hold a brief" for the factory. "Our educational institutions," he said, "will perhaps emphasize, for the masses, the so-called cultural subjects, training for leisure, for that satisfaction which the worker in this mechanical era has been deprived of in his job. But I believe cultural subjects will or should be presented with the objective of affording an integrated perspective on life, of which the job, whatever it might be, is a part."

Ghetto School

Nazi Authorities To Segregate Jews

BERLIN.—A 100 per cent "school Ghetto" for Jewish children has been achieved in the grammar schools in Nuremberg, stronghold of Julius Streicher, rabid anti-Semitic party leader, it has been announced. All Jewish children of grammar school age will be entirely segregated from non-Jewish children and put in schools of their own. Nuremberg Nazis hope soon to segregate all high school children as well.

Summer Faculty

Hyannis Teachers' College Fully Prepared

HYANNIS, Mass.—Officials of the Hyannis State Teachers' College anticipate the largest enrollment in the institution's history in the summer school which will open July 6. The following members of this summer's faculty were announced by President Herbert H. Howes: Dr. Ruhl J. Bartlett, of Tufts College, history; Alfred E. Burke, of Cambridge, art; Clinton E. Carpenter, of Fitchburg State Teachers' College, psychology; Gerald F. Coughlin, of Boston College, English; Miss Edna V. Hughes, principal of the Prospect Hill School, Trenton, N. J., arithmetic; Edward J. Muldoon, of Boston, education and mathematics; Miss Enid C. Straw, of Wellesley College, English; John L. Fitzpatrick, of Waltham, special class education; John J. Quinn, of Boston, science; Robert W. Rucker, of Hyannis State Teachers' College, geography and sociology; Miss Grace V. Rowland, of Hyannis, reading; Miss Mary L. Guyton, adult alien education, and Miss Bessie E. Goff, of Hyannis State Teachers' College, librarian.

Demonstration

Pupils Exhibit Gymnastic Prowess

LAKEFIELD, Minn.—Boy and girl pupils of the Lakefield schools recently gave a demonstration of physical education activities. Participants came from grades one to ten, with high school boys opening the program. Folk dancing, tumbling, and rhythmic activities were also included in the exhibition.

No Italian

Everett Has No Funds For Adding Course

EVERETT, Mass.—The suggestion that the 1937 school board be advised to install a course in Italian in the public schools, was debated recently at a meeting of the present board in the Senior High School, with Committeeman Gustav F. Braun declaring that instruction in new languages should be held in abeyance until sufficient money was secured to properly conduct the courses already in operation in the school system. The committee voted to lay the matter on the table, to be taken up by the budget committee of next year's board.

BOSTON PUBLIC SCHOOLS: Examinations for admission to The Training School for Teachers of Mechanic Arts will be held on Saturday, May 9, 1936, at the Parkman School, South Boston, beginning at 9 a. m.

Examinations for admission to the course leading to the degree of Master in Education in the Graduate Department of The Teachers College will be held on Friday, May 15, at The Teachers College at 9 a. m.

Examinations for candidates for temporary teaching positions in the City of Boston will be held on May 12, 13, 14, and 15, at 1:30 p. m., at The Teachers College.

Examinations for admission to the six-year courses of the Latin Schools will be held on Monday, June 8, and on Wednesday, September 9, at 9 a. m.: for Boys at the Public Latin School; for Girls at the Girls' Latin School.

Examinations for admission to the Boston High schools and to the four-year courses in the Latin schools will be held on Wednesday, September 9, at 9 a. m., at The Teachers College, Boston.

Address all questions in regard to these examinations to the Board of Examiners, 15 Beacon Street, Boston.

PHILIP J. BOND,
Chief Examiner.

Among the Schools

Right of Teacher to Punish Upheld by N. Y. Commissioner

ALBANY, N. Y.—A school teacher has the same right to punish a child as the parent, the limitation being that the punishment may not be immoderate in degree or unreasonable in manner, Dr. Frank P. Graves ruled recently in sustaining an appeal of Mrs. Carrie M. Hynie, dismissed teacher in the Union Free School at Highlands.

The teacher had struck Frances Sanders, a pupil, across the knuckles with a twelve-inch ruler and for this act was dismissed by the Board of Education.

Dr. Graves ordered her reinstatement and directed that she be paid for the time since her suspension in February.

Mrs. Hynie had been a teacher in the system for nineteen years and never had a complaint against her before.

The incident which led up to the punishment took place when the teacher found Frances Sanders had no geography and refused to share another pupil's book. It was alleged that she "smiled insolently" at the teacher. Later Mrs. Sanders asked the teacher to return a Christmas gift given by the girl.

In her appeal from the action of the Board of Education, Mrs. Hynie asserted that the board had never made a rule regarding corporal punishment.

Dr. Frank J. Diamond

NEW HAVEN, Conn.—Dr. Frank J. Diamond, an educator for more than fifty years and a former supervising principal of the Wooster school district of this city, died at his home recently. He retired from teaching six years ago. Born in Hamburg, N. Y., eighty-two years ago, he attended the Geneseo Normal School and Illinois Wesleyan University. He also had been principal of schools in Rushford and Tonawanda, N. Y.

McOrmand Resigns

SIMSBURY, Conn. — Raymond Richards McOrmand, headmaster of Westminster School for thirteen years, has announced his resignation, effective at the end of the school year. He was born in Clinton, Mass., and spent much of his boyhood in Haverhill. He graduated from Yale in 1907 and later became head of the mathematics department at Choate School. He came to Westminster in 1923, its third headmaster.

Kindervater Quits

ST. LOUIS, Mo.—Alvin E. Kindervater, supervisor of physical education in the St. Louis public schools for thirty-four years, has announced he will relinquish that position at the end of the school year. Now in his eightieth year, he has been fifty-five years in the field of physical education.

Less "Hookey"

Absences Lower In Providence

PROVIDENCE, R. I. — Playing hookey, school attendance officers report, isn't as fashionable as it used to be. Pasquale J. Capuano, supervisor of attendance in Providence public schools, says that in the 1917-18 school year 157 boys were committed to Sockanosset School for truancy. During the 1934-35 school year it was found necessary to resort to such punishment only in eleven cases.

Popular Songs

Educator Endorses Some for Schools

NEW YORK.—Dr. Harold G. Campbell, New York schools superintendent, has recommended that popular songs such as "Let Me Call You Sweetheart" and "The Last Round-Up" be introduced in classroom music along with classics. The educator said he regarded popular music as part of the day's folklore and thought many popular numbers express "very wholesome sentiments." Criticizing "the so-called intelligentsia who sniff at popular music," Dr. Campbell named "Old Man River," "Alexander's Ragtime Band," "Love Is the Sweetest Thing," and "We Joined the Navy To See the World" as appropriate school numbers.

L. A. Butler Resigns

GRAND RAPIDS, Mich.—Leslie A. Butler, superintendent of Grand Rapids schools since 1924, has resigned his position. Butler formerly was superintendent of schools at Ann Arbor and prior to that was on the faculty of Central State Teachers' College at Mt. Pleasant. Butler's contract extends to July 1, but on the suggestion of the Board, he will remain in an advisory capacity until September 1.

Peck Picked

Holyoke Teacher Heads Educators

BRIDGEWATER, Mass. — William R. Peck, superintendent of schools of Holyoke, was elected president of the Massachusetts School Superintendents Conference at the annual business meeting at the State Teachers College here. He succeeds Willard B. Atwell, of Wakefield. Other officers elected were Frank A. Scott, Belmont, and Everett W. Ireland, of Somerville, vice-presidents; Burr J. Merriam, of Framingham, secretary and treasurer, and Fred E. Pitkin, of North Andover, auditor.

GOOD TEACHERS IN DEMAND

Largest Teachers' Agency in the West. Est. 1906. Unexcelled Service. Copyright Booklet, "How to Apply, etc." free to members, 50c to non-members.

ROCKY MT. TEACHERS AGENCY
[illegible] Nat. Bank Bldg. Denver, Colo.

WM. RUFFER, Ph. D., Manager

Make your "Card Catalogue" alive with *Wilson-Way* Photos.

Wilson-Way School Photography, Cambridge, Mass.

One Year Less

College Takes Pupils Before They End High School

BIRMINGHAM, Ala. — For the second year Birmingham-Southern College here is trying an experiment by arrangement with the Southern Association of Colleges and Secondary Schools whereby a limited number of students with acceptable records are admitted to college without finishing high school. The University of Louisville is trying a similar plan. Elizabeth Curtis, of Ensley High School, and Eva James Lovelace, of Woodlawn High School, have entered Birmingham-Southern this year under the plan. The two girls met the following requirements: completion of at least six semesters in a Birmingham high school; ranking among the top 10 per cent in their class; recommendations for the venture from school principal and superintendent of education; approval of parents, psychological and English tests and a personality quiz at the college with a ranking among the top 25 per cent of regular students who take these tests; personal interviews with the registration committee of the college; final approval from the supervising committee appointed by the association.

Pupils Strike

Disorders Reported At Hazleton Schools

HAZLETON, Pa.—Disorder broke out in the Hazleton township school strike recently as parading pupils besieged three buildings in their effort to close every school in the district. Parents complained that students were pulled from their seats at the Oakdale school, and that pickets stopped them from escorting their children into the building. School officials said regular sessions were maintained. The strikers protested the dismissal of twelve teachers.

"House-Cleaning"

Proposed for Mass. Teachers' Federation

SPRINGFIELD, Mass.—The Springfield Teachers' Economic Association says 125 educational organizations in Massachusetts favor removal of those directors of the State Teachers' Federation who endorsed replacement of Dr. Payson Smith as Commissioner of Education. The Springfield organization initiated a "house-cleaning" movement within the Federation, January 28, urging a change in policy. One hundred and forty replies have been received to 215 letters sent to Federation affiliates, the Springfield association said. Of the 140 replies only four opposed the suggested change in policy while eleven said they had tabled or postponed action. The Springfield association said the 125 groups reported they would work to rid the Federation of those officers who worked for the dismissal of Dr. Smith and the appointment of James G. Reardon without authorization of the Federation. Governor James M. Curley appointed Mr. Reardon several months ago to the state post occupied by Dr. Smith for eighteen years.

A. B. Lord

BOSTON. — Arthur B. Lord, who was ousted from the division of secondary education in the State department of education shortly after the accession of James G. Reardon as commissioner, has been appointed superintendent of schools of the Martha's Vineyard Union. He will succeed Robert Martin, who has served as superintendent for the past seventeen years. Lord had been associated with the state department for thirteen years, and was succeeded by William J. O'Keefe, of Randolph.

Meet These Contributors

WALTER STEVENS YOUNG, who describes the public schools of Worcester, Mass., in this issue, has been Superintendent in that city for the past thirteen years. A native of New Hampshire, Mr. Young received his B. S. from Dartmouth in 1901, and remained two years as a graduate assistant. He went to Worcester in 1903 as a teacher in the South High School. Nine years later he became Assistant Superintendent, holding that position from 1922 to 1933. His thirty-three years with the Worcester schools have been marked by growing recognition of his leadership and administrative ability. He is an esteemed Advisory Editor of this magazine.

LUCILE NAYLOR (*"Is This the New Education?"* page 257) has taught in both private and public schools in Ohio, California, New York, and Kentucky. She is daughter of the late Dr. James Ball Naylor, well-known author and lecturer.

FRANCES DUNLAP HERON (*"The Brood of Folly,"* page 255) is a graduate of the School of Journalism, University of Missouri. For four years she was assistant editor of Front Rank, a Sunday school paper published in St. Louis. She married a Chicago newspaper man. Her story, "The Brood of Folly," is based on the rural school background of her parents' day.

Handwriting Ability Can Be Scientifically Measured

In a very short time The American Handwriting Scale has supplanted older methods of grading elementary school handwriting. There are four reasons for this:—

1. The Scale is **scientifically** devised, using actual specimens of pupils' writing for quality ratings.
2. The Scale measures achievement in both **rate** and **quality** of writing.
3. The **Manual** accompanying the Scale gives concise and explicit directions for its use.
4. The Scale is equally efficient in a class, school or school system handwriting survey.

Complete Scale, Manual and Record Blank, postpaid, 50c. Send for our complete catalog.

THE A. N. PALMER COMPANY
55 Fifth Avenue, New York, N. Y.

University of Vermont
Burlington-on-Lake Champlain
Summer Session
JULY 6 1936 AUGUST 14

Graduate Courses
Undergraduate Courses
Special Courses for Teachers

Liberal Arts, Education, Engineering, Business, Pre-medical Courses. Special Courses in Art, Home Economics, Music, Physical Education, Play Production, Industrial Arts, Demonstration School.

VACATION RAILROAD RATES

Excursions to Montreal, Lake Placid, Ft. Ticonderoga, Adirondack and Green Mountains under University direction.

Excellent Program of Entertainments
Write for illustrated bulletins

BENNETT C. DOUGLASS
Director, Summer Session
University of Vermont, Burlington, Vt.

Book Reviews

Songs and Song-Lore

OUR MUSIC IN STORY AND SONG. By Robert Foresman. New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco: American Book Company.

This is more than a book of songs, although it is that also—in fact, it contains a fine assemblage of songs for singing in schools; representative, educative, singable songs; songs for various occasions; songs typical of different origins and peoples.

It is also an introduction to a broader understanding and appreciation of music than a mere collection of good songs could provide. The nature of music; its beginnings; its universality; the reasons for studying it and learning to appreciate it, are explained in straightforward language. The instruments of the orchestra and their respective uses are described. A number of famous composers are briefly sketched. The folk music of various races is characterized. Such are the features contained in the introductory section. Clearly printed part songs occupy the subsequent and much larger portion of this doubly useful book of song and story.

• •

From Wheels to Wings

THE STORY BOOK OF WHEELS, SHIPS, TRAINS, AIRCRAFT. By Maud and Miska Petersham. Chicago, Philadelphia, Toronto: The John C. Winston Company.

The wide, open pages of this book are a riot of colorful illustration and a wealth of informative material fascinatingly written in a style that children can understand.

The Story Book of Wheels, Ships, Trains, and Aircraft is a history of mankind's progress in the art of transportation. Every important step of the way from the discovery of rollers to the modern ocean liner, streamline train, and air clipper, has been told with graphic clearness. This volume marks a fitting addition to the Petersham Series of informative stories. Previous titles will be remembered as "The Story Book of Earth's Treasures" and "The Story Book of Things We Use." The newest work of Maud and Miska Petersham deserves to share the popularity accorded to its predecessors in this series of noteworthy books.

• •

Investing Ourselves

BUILDING CHARACTER AND PERSONALITY. By William A. Wheatley, Professor of Education, and Royce R. Mallory, Professor of English, State Teachers College, Edinboro, Pennsylvania. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Important elements of psychology and of vocational science are presented in this text in a manner that should enlist the willing attention of high school students. The uthors have employed admirable skill in minimizing that "sales resistance" which a book dealing with character so often encounters. "We," meaning author and pupil, consider "our" problems together quite informally and in a fashion to prove that a portion of the combined first person plural has a gift of clear and simple presentation such as marks the good teacher.

How to invest our wealth of personality where it will bring the largest returns to others and ourselves, is the intriguing problem which the book sets up for solution by each pupil. First, we must understand ourselves; then we must know our opportunities — and these are the respective aims of Part I and Part II. To the attainment of these aims both the printed text and the illustrations lend unusual assistance. Rarely, if ever, have the practical messages of the psychologist and the vocational counselor been so strikingly conveyed as in the pictorial plates of this book. The book as a whole adds yet another to the growing list of texts that brighten the pathway of the fortunate modern boy and girl.

Winshipisms

"Nothing is easier than to get the attention of children, except to lose it."

•

"There is no right teaching without an ideal and that ideal must be in the mind of the teacher; it must be transferred to the mind of the child; it must become in every sense the child's ideal."

•

"No patriot has more to stimulate him to high endeavor, no philanthropist a loftier ideal, no man has a more exalted privilege or more sacred mission than the teacher."

Milne Mythology

WHEN WE WERE VERY YOUNG; NOW WE ARE SIX; WINNIE THE POOH; and HOUSE AT POOH CORNER. By A. A. Milne. Decorations by Ernest H. Shepard.

For sheer delightfulness the children's rhymes and stories of A. A. Milne are in a class by themselves. Indeed, the principal trouble with them is that they make most other writings seem dull by comparison. Many an adult will confess his own weakness for the lilting verses of "When We Were Very Young" or "Now We Are Six," and even more specially for the nursery animals into which the author has breathed life and lovableness in "Winnie the Pooh" and "The House at Pooh Corner." There is no apparent straining of the fancy to create an impossible world. Instead, Pooh Bear and Piglet and Kanga, with her little Roo, and Owl and Rabbit and Tigger—not to mention Eeyore, who is always being forgotten or left out because he is only a donkey—all become quite as real as Christopher Robin himself.

The news that this quartet of Milne favorites are now available in a school edition at less than a dollar each—and with Ernest Shepard's priceless illustrations, will be as welcome as the first warm days of springtime. A birthday may be, as Eeyore says, quite unimportant, being "here today and gone tomorrow." But the Milne books are far from transitory. Some of them are in their 194th printing.

P. S. Parents and teachers who can't get past a purposely misspelled word without a fit will not like them or think them safe for children.

• •

Democracy's Rival

DICTATORSHIP. Headline Books, No. 3. Ryllis Alexander Goslin, Editor. The Foreign Policy Association, 8 West 40th Street, New York.

Within a seven by ten cover which smites the eye, one reads a concise story of the rise of modern dictatorships. The systems of Russia, Italy, and Germany are described and their restrictions of liberty as well as their alleged or actual advantages are pointed out. The end papers are contrasting maps of Europe which show in vivid fashion the march of dictatorship and the corresponding retreat of democracy on that continent since 1920.

This "Headline Book" is well designed for popular consumption and should do much to enlighten the rank and file of Americans as to those modern tyrannies which are sometimes recommended for the United States by dissatisfied Americans.

DIRECTORY

OF SCHOOL EQUIPMENT AND SERVICES

The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and services for schools.

Art Supplies

Practical School Supply Company
1315 S. Michigan Blvd., Chicago, Ill.

Book Covers

Holden Patent Book Cover Co.
Springfield, Mass.

Book Publishers

Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco, Dallas

American Book Company, New York, Cincinnati, Chicago, Boston

D. Appleton-Century Company, New York

Ginn and Company, Boston

Gregg Publishing Co., New York

D. C. Heath and Co., Boston

Houghton Mifflin Co., Boston

Lyons & Carnahan, New York

The Macmillan Co., New York

G. & C. Merriam, Springfield, Mass.

Newson and Co., New York

Row, Peterson and Co., Evanston, Ill.

Silver, Burdett and Co., Newark

The John C. Winston Co., Phila.

World Book Company
Yonkers-on-Hudson, N. Y.

Handwriting Aids

THE A. N. PALMER COMPANY
New York-Chicago-Portland, Ore.

Handwriting Textbooks and Supplementary Publications. Paper, tablets, steel pens and fountain pens.
Handwriting Awards and Incentives.

Jewelry

L. G. BALFOUR COMPANY
Attleboro, Mass.
Class Rings and Pins
Commencement Announcements, Diplomas, etc.
Typing Awards Class Gifts
Club and Organization Insignia

Lantern Slides, Stereographs

Keystone View Co., Meadville, Pa.

Light Meters

Sight-Light Corporation, Chrysler Building, New York City.

Music

C. C. BIRCHARD & CO., Boston
Publishers of Song Books; Choral and Orchestral Music; Operettas

M. Witmark & Sons, New York

Photography For Schools

WILSON-WAY
SCHOOL PHOTOGRAPHY
Cambridge, Mass.

Pictures and Prints

Hale, Cushman & Flint, Inc.
(The Medici Prints), Boston, Mass.

School Architects

FRANK IRVING COOPER CORPORATION
ARCHITECTS ENGINEERS
Specializing in Schoolhouse Planning.
47 Winter St., Boston, Mass.

Typewriters

Underwood Elliott Fisher Co.
342 Madison Ave., New York, N. Y.

Aviation Study

Senate Committee Approves Education Division

WASHINGTON.—The Senate education committee reported favorably the Kenney-Walsh bill to establish a division of aviation instruction in the education office of the interior department. The division would assemble in secondary school courses aviation data to serve as academic background and base for specific studies. Introducing the measure in the House, Kenney said the compiling of such information in form suitable for use in schools would broaden knowledge of aviation and be of great benefit in time of war. He cited the aviation course in the Teaneck, N. J., high school as an example of what might be accomplished. This school has its own plane and gives actual flying instruction.

Begs Funds

Schools Established By Family of Mendicants

TSINAN, China.—Tsinan, capital of Shantung province, is holding the attention of the entire country because of the appearance of an unusual beggar. He begs not because he is poor but because it is a tradition of his family. He is the great-grandson of China's greatest beggar, Wu Hsun, who was born in Shantung province. When he ended his begging career in 1889 three schools were established to his credit, founded with funds raised by seeking alms. Wu Chin-tung, the great-grandson, started when his own father stopped about four years ago. He goes upon his rounds early in the morning and continues until the sun is down. Before young Wu began begging he sold several acres of personal property and devoted the entire proceeds to the establishment of schools.

What Camp?

There are 400 better camps—

4000 others.

THE SUMMER CAMP GUIDE, 96 pages, with heavy paper covers in three colors, lists geographically and statistically the 400 better camps throughout the country.

THE ILLUSTRATED SECTION describes in detail about 150 of these.

INTRODUCTORY CHAPTERS include "Advising Parents About Camps," "Selecting the Camps," "What Parents Should Look For," "What the Boy Wants," "What the Girl Needs," "Selecting the 400."

Sent prepaid on receipt of 25 cents (stamps accepted). Discount on quantity.

Porter Sargent
11 Beacon Street, Boston

DIRECTORY OF TEACHERS' AGENCIES

THE GRACE M. ABBOTT TEACHERS' AGENCY
GRACE M. ABBOTT, Manager
120 BOYLSTON STREET, BOSTON
Member National Association Teachers' Agencies

AMERICAN AND FOREIGN TEACHERS' AGENCY
19 West 44th Street, New York
Recommends instructors, teachers, tutors and governesses for colleges, schools and families. Careful selection for individual needs.
MISS AGNES HOOKER MISS NELLIE R. TALBOT
Successors to Mrs. M. J. Young-Fulton

THE CARY TEACHERS' AGENCY
Our methods conform to the highest standards of placement work
49 PEARL ST., HARTFORD, CONN. | CLAPP BUILDING, PORTLAND, MAINE | 14 BEACON ST., BOSTON, MASS.

THE FICKETT TEACHERS' AGENCY
EDWARD W. FICKETT, Prop. Tel Laf. 4756
N. A. T. A. Member
8 BEACON STREET, BOSTON
Established 1885

THE FISK TEACHERS' AGENCIES
Boston, Mass., 120 Boylston St.; New York, 70 Fifth Ave.; Syracuse, N. Y., 139 Fage Ave.; Philadelphia, Walnut and Juniper Sts.; Portland, Ore., 409 Journal Bldg.
Send for circular and registration form free

ALBERT TEACHERS AGENCY
25 E. Jackson Blvd., Chicago, Ill.
50th Year — The well prepared and successful teacher is earnestly sought by our many clients for College, Teachers' College, Public and Private School work. Write for folder. Chicago Agency member NATA.
Correspondent Agencies:
E. T. Duffield, 535 5th Ave., N. Y.
Alta B. Collier, Inc., Hyde Bldg., Spokane

KELLOGG'S TEACHERS' AGENCY
Established 1889
31 Union Square, New York, N. Y.
(Broadway at 16th Street)
B. F. Mannion, Miss M. B. Gosman, Managers
Telephone Algonquin 4-1756
We have been supplying teachers to the Public and Private Schools for over forty years. We have no branches. All applications for membership and all requests for teachers receive the personal attention of the managers. Call, write, or telephone us for careful personal service.
Member National Association of Teachers' Agencies

The TEACHERS EXCHANGE OF BOSTON — 6 PARK ST.
Recommends Teachers, Tutors and Schools.

WINSHIP TEACHERS' AGENCY
ALVIN F. PEASE, Manager
6 Beacon St. . . . Boston, Mass.
Long Distance Telephones: Office and Residence
PROMPT! COURTEOUS! FAIR!
Member National Association of Teachers' Agencies

This space available for Teachers Agency Announcement

Grins Between Grinds

Tax Dodger

Mrs. O'Brien (concluding argument)—"Every time I look at you, Mrs. 'Iggins, I feel I'm doin' the Government out of the entertainment tax."

• •

Misplaced Emphasis

Male Straphanger—"Madam, you are standing on my foot."

Female Ditto—"I beg your pardon, I thought it belonged to the man sitting down."

• •

Tenderizing

The teacher had forbidden the children to eat candy or chew gum during school time. One day she became suspicious of a lump in Jimmie's cheek.

"Jimmie," she said reprovingly, "are you eating candy or chewing gum?"

"Neither one," replied Jimmie. "I'm soaking a prune to eat at recess."

• •

A La Mode

Fond Mother—"I hope my little darling has been as good as gold all day."

Nurse—"No, ma'am. He went off the gold standard about four o'clock."

• •

Statistical Report

Mother wanted to spend Saturday afternoon shopping, and father — a statistician — reluctantly agreed to abandon his golf and spend the afternoon with the three small and energetic children.

When mother returned, father handed her this:—

Dried tears—9 times.
Tied shoes—13 times.
Served water—18 times.
Toy balloons purchased—3 per child.
Average life of balloon—12 seconds.
Cautioned children not to cross street—21 times.
Children insisted on crossing street—21 times.
Number of Saturdays father will do this again—0.

• •

One Vacancy

Wise Guy (boarding a street car)—"Well, Noah, is the ark full?"

Conductor—"Nope, we need one more jackass."

• •

Definite Directions

"Pardon me, does this train stop at Tenth Street?"

"Yes; watch me and get off one station before I do."

"Thank you."

• •

No Questions Unanswered!

This interesting advertisement appeared in a college paper:—

"If the gentleman who took my psychology notes from the cloak-rack will return them before exams, no questions will go unanswered."

TEACHERS!

. . . GET THE MOST FOR YOUR HOTEL DOLLAR IN NEW YORK

Whether you come to New York for recreation, shopping, summer school or teaching you'll find that you get *superior hotel accommodations for your hotel dollar* here at the Lincoln, one of Gotham's newest and largest hotels.

PLENTY OF SINGLE ROOMS AT **OVER 300 DOUBLE ROOMS AT**

2.50 3.50

TWO ROOM SUITES FROM $7.00

Special rates for longer periods. Send for Booklet T.

1400 outside rooms, each with bath and shower, cabinet radio and servidor
...PLUS all the advantages of a 4 STAR HOTEL IN NEW YORK

FOR BUSINESS... One block to Broadway and Times Square, 3 blocks to Fifth Avenue and eight minutes to Wall Street.

FOR DINING... 3 fine restaurants... the Coffee Shop, the Tavern Grill and Bar, and the BLUE ROOM with dancing.

FOR RECREATION... Sixty-nine theatres within six blocks. Four short blocks to Madison Square Garden for sport events.

FOR QUIET SLEEP... High above the noisy clatter of the street, our 32 stories of fresh air and sunshine assure you quiet rest.

Hotel **LINCOLN**

FRANK W. KRIDEL, *Managing Director*
JOAN T. WEST, *Manager*

44TH TO 45TH STREETS AT 8TH AVENUE · NEW YORK